

Kindergarten: Connections

Kindergarten: Connections

Year Overview

The conceptual organizer for the kindergarten year is “connections.” Children will make many new connections to people, places, and events during the year. The kindergarten year is organized into three units in which children will examine

- connections to their **identity** by further developing an awareness of self and others
- connections to their **roots** by exploring how they are connected to family
- connections to **place** by developing an awareness that they live in a particular community and that there are other communities in their province, country, and world

Children will be provided a variety of opportunities, through age-appropriate, play-based learning activities, to explore and experience social studies through the lens of personal experiences in their daily lives.

Unit 1: Identity

Overview

In this unit, children will explore their relationship with others and with the world beyond themselves. They will develop an awareness of themselves as being unique and special and identify needs and wants that are common to all children. They will identify and describe groups to which they belong and demonstrate an understanding that co-operation is an important part of being a contributing member of a family or group.

Outcomes

Students will be expected to

- K.1.1 demonstrate an understanding of themselves as unique and special
- K.1.2 identify needs and wants that are common to all children
- K.1.3 identify and describe groups to which they belong
- K.1.4 demonstrate an understanding that the need for co-operation is an important part of being a member of a group

Process and Skills Development

Communication

- share and talk about artifacts
- draw/illustrate
- view commercials
- identify locations on a map

Inquiry

- prepare and ask questions
- make predictions
- solve problems
- sort/group items

Participation

- contribute to discussion
- gather pictures/photographs
- create a model
- role-play
- label pictures/items

Suggested Time for Unit Completion

To be finalized by individual provinces.

K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special.

Outcomes

Students will be expected to

- identify characteristics about themselves that make them unique and special persons
- develop an awareness that all individuals have characteristics that make them unique and special

Suggestions for Learning and Teaching

Teacher Talk

This first outcome helps children to further develop an understanding of themselves. The value that individuals place on their unique qualities comes from within, as well as from interactions with others.

- Teachers can select and use an appropriate book as a read aloud to celebrate that all children have characteristics that make them unique and special.
- Teachers can discuss a child's right to a name. The right to a name is one of the articles of the United Nations Convention on the Rights of the Child. It is important that all people honour the name given to a child. It is something to be respected. On chart paper, teachers can write the name of each child after each child gives his/her own name orally. When finished, the class can celebrate the diversity of special names they have. The teacher can prominently display the chart of names in the classroom.
- Teachers can have students engage in centre activities and take note of something that they value about the work they are doing. Draw attention to this and invite those engaged in this play, or in proximity to the student you are focussing on, to identify some characteristic they value in this person's work—for example, you might recognize that Janna has built an interesting block structure. Ask her to explain it, and point out things that you like and had not noticed until she told you about it. Or point out to Ben that he helps by cleaning up after lunch; ask him how it is that he is so organized. Modelling the behaviour of drawing attention to student strengths will catch on in your class quickly and soon others will be pointing out and celebrating the characteristics that make each individual unique and special.

Identify characteristics particular to a student:

- name
- address
- birth date
- likes
- dislikes

Graph some of these. Use this as part of a class Wall of Fame. Display photographs and information about each student as part of the Wall of Fame.

K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special.

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-assessment and teacher observation can be used to evaluate skills/processes.

Products Created/Written Assessment/Portfolio

- the Wall of Fame
- the features of themselves children draw/illustrate
- the chart about one child of the week

Summative

Finish the day or whatever time period is allocated for free choice in centres by featuring a student to “Show and Share” what he/she was working on that day. The student can speak about, demonstrate, etc., the work he/she was engaged in. Focus on what has been good about the child’s day during the week; what did you like? Did you do anything special today? What are some of the problems the children may have had? Give the listeners time to comment and ask questions. Note the kinds of questions and comments. This will indicate their ability to appreciate the contributions of other members of their class.

Look for

- body language that suggests interest in what the speaker is saying
- body language that suggests the speaker feels he/she has something valuable to contribute
- a sense of pride from the speaker about what he/she is sharing with the others
- questions and comments that suggest the listeners want to acknowledge the value of what the speaker is saying (For example, “Timmy, I think your Lego plane is wonderful. You did good work!”)

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

All of the following books address the idea that each person has unique qualities and that we should value these things in ourselves and in others.

- *The Runaway Bunny*, Margaret Wise Brown
- *The Important Book*, Margaret Wise Brown
- *Chester’s Way*, Kevin Henkes
- *Chrysanthemum*, Kevin Henkes
- *Mable Murple*, Sherry Fitch
- *A Color of His Own*, Leo Lionni

K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special. *(continued)*

Outcomes

Students will be expected to

- identify characteristics about themselves that make them unique and special persons
- develop an awareness that all individuals have characteristics that make them unique and special

Suggestions for Learning and Teaching

- Students can [using newsprint paper which can be obtained from your local newspaper (end of rolls) or some form of large paper], lie on the paper while the teacher traces an outline of the child. Ask children to draw in their own features such as hair and eye colour, and clothes they are wearing on that particular day.
- Teachers can select one student as the student for the week by pulling a name out of a hat: suggestions would be first in the line-up, class helper; a chart just about that child could also be displayed.

K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special. *(continued)*

Suggestions for Assessment

Suggested Links

Resources

- *The Mixed Up Chameleon*, Eric Carle
- *The Gypsy Princess*, Phoebe Gilman
- *Effie*, Beverly Allison
- *If You Could Wear My Sneakers*, Sheree Fitch
- *Aunt Flossie's Hats*, Elizabeth F. Howard

Agencies/Groups

National/International

Local

K.1.2 Students will be expected to identify needs and wants that are common to all children.

Outcomes

Students will be expected to

- identify the difference between needs and wants
- develop awareness that all children have basic needs and wants
- recognize that children (local, national, and global) have special wants that relate to their needs
- give examples of themselves as consumers satisfying needs and wants

Suggestions for Learning and Teaching

Teacher Talk

This outcome is to create awareness among children (local, national, and global) that there are basic human needs and that children comprise a particular social group that is vulnerable to others to provide these needs. The most basic needs are air, food and shelter, but in order for children to become contributing members of society, they also need to be protected and loved. They need to feel as though they belong, that they are worthwhile, and they need to create. It will be very easy to help children understand their most basic physical needs, but a little more tricky to come to the understanding of more complex needs. If your school does some kind of personal safety program, this is a possible way to approach a child's need for protection.

- Teachers can develop an area in the classroom (or school) that recognizes characteristics that are particular to children (local, national, and global). Of course, the definition of childhood is broad, based on cultural and economic values. Therefore, it is important not to try to diminish this subject by pasting a definition to it. Rather ask the students what they think being a child means. Things you as a teacher can place in this area are games from around the world and art and children's literature that depict children during different historical periods. Use language such as multiculturalism and refer to other places (local, national and global). National Children's Day is November 20.
- Take the opportunity (when a situation arises during free play time in centres) to examine the differences between what children may want and what they truly need. For example, there are a limited number of triangular blocks and Brent believes he needs all of them for his structure. However, Justin has a plan, which requires that he use two of these blocks. If there is conflict then this is the time to have a discussion about needs and wants. A variety of suggestions will arise out of this. More than likely, someone will suggest that more triangular blocks are needed for the class set. When a situation arises in which more equipment is one of the solutions to a problem, then brainstorm with the students an action they might take to acquire what is needed.

K.1.2 Students will be expected to identify needs and wants that are common to all children.

Suggestions for Assessment**Suggested Links**

K.1.2 Students will be expected to identify needs and wants that are common to all children.
(continued)

Outcomes

Students will be expected to

- identify the difference between needs and wants
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- give examples of themselves as consumers satisfying needs and wants

Suggestions for Learning and Teaching

If purchasing equipment is the answer, then look through catalogues and establish a price. Talk about the addition of taxes and shipping costs. Brainstorm with the students about how you could raise the money needed. For example, make and sell candy necklaces by stringing Fruit Loops together. Expose the children to the real cost of the cereal by writing the numbers with a dollar sign up on chart paper. Explain how the cost of the cereal must be taken out of your profits. The point of this is not for them to have a mastery over such concepts as cost and profit, but to expose them to the process. If the class is unable to raise the money to buy the blocks, use this as a lesson about how this need will not be met. Use this opportunity to introduce the difference between a basic need for staying alive and a need that can be done without.

- Students can collect and bring in labels from products they use at home.
- Teachers can create a graph using the actual labels, grouping the items into products that fulfill needs that are: Physical—Food/ Air/Water, Safety—Shelter/Protection, Love and Belonging, Feeling Good about Yourself, and Creating.
- Teachers can use a map to identify places from where some of the items come.
- Teachers can discuss with the class how name brand items are not necessary to fulfill needs. For example, look at brands from the labels they bring. Where do our ideas of preference come from? How do companies get us to want their brand? Look at commercials, look for ads in magazines, logos.

K.1.2 Students will be expected to identify needs and wants that are common to all children.
(continued)

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
 - *label a picture as a need/want*
- Participation
 - *collect and bring labels to class*
 - *cut out pictures of items representing needs/wants*
 - *view commercials, TV ads, brand name logos*
 - *identify on a map the origin of labels of items brought to class*

Products Created/Written Evaluation/Portfolio

- the chart of needs/wants using pictures
- the graph of needs/wants

Summative

Listen for the language the children use in their daily interactions.

- Are they using terms related to needs and wants?
- Do they say things like “I need that crayon.” “You mean you want it.”
- Are they able to think of responses for the categories of needs (physical, safety, belonging, etc.)?
- Do they discuss how they found out about the snack they brought from a commercial and whether it is as good as it looked on television?

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

Each one of the following books has a connection to this outcome and could begin a discussion about the difference between meeting needs and wants.

- Physical Needs
 - *Peppe the Lamplighter, Elisa Baritone*
- Safety Needs
 - *Umbrella, Taro Yashima*
- Love and Belonging
 - *Alexander’s Terrible, Horrible, No Good, Very Bad Day, Judith Viorst*
 - *Will I Have a Friend? Miriam Cohen*
 - *Franklin’s Secret Club, Paulette Bourgeois*
 - *Jillian Jiggs, Phoebe Gilman*

K.1.2 Students will be expected to identify needs and wants that are common to all children.
(continued)

Outcomes

Students will be expected to

- identify the difference between needs and wants
- develop awareness that all children have basic needs and wants
- recognize that children (local, national, and global) have special wants that relate to their needs
- give examples of themselves as consumers satisfying needs and wants

Suggestions for Learning and Teaching

- Teachers can ask children to think about where they get their ideas about what they want. As the idea of buying products comes up, introduce the word consumer.
- Teachers can help children establish the idea that some wants are based on needs and others come from the desire to have something that is made to look exciting. For example, “I want a hug” fulfills an important need of love, belonging and security, whereas “I want a Beanie Baby” (or whatever the current childhood fad) is a want created from outside media. Explore the idea that sometimes we want things to help us fit in, which is meeting the need of belonging. Ask the children to think about what they have.
- Teachers can ask children to think of children around the world. Discuss what they think the needs of children in other countries might be. Establish similarities and diversities. The UN Convention says that all children have the right to play. Ask the children to think about why it is so important that children be allowed to play. Use outdoor and physical education time to try out children’s games from around the world. Ensure that you locate each game’s origin on the world map.
- Students can chart needs/wants by cutting out pictures; label the pictures; set up a store with items for sale telling the children they have to buy a certain number of items they need and a certain number of items they want; or ask them to cut out pictures.

K.1.2 Students will be expected to identify needs and wants that are common to all children.
(continued)

Suggestions for Assessment

Are they able to identify themselves as a consumer if you ask them a question related to it? For example, “How many of you were a consumer this week?” to which they are able to respond what they bought, where they shopped, etc. Or if it is hot lunch day, and you ask them “Who will be a consumer today at lunch?” and they are able to correctly respond.

- Observe children setting up some kind of pretend business in the class. Are they exhibiting an understanding of consumerism in their actions? Are they selling a product that the other children want? Do they make or use pretend money? Are they marketing their product in some fashion? Take photographs and when they are developed ask the children involved to recount what they were doing as you record it. Place the photos and the text in their portfolios.
- While doing the graphing activity, observe student understanding by where they place their labels on the graph. Are they able to justify that a clothing label fulfills the need of safety by protecting them from the elements? Can they express that even though potato chips are food, they are a **want** rather than a **need**? Immediately after the graphing activity, ask them to represent on paper the difference between needs and wants. Place this in their portfolio.
- Teachers can use a magazine such as *National Geographic*, cut out photos representing various parts of the world—for example, climates that are hot, cold, wet, dry and people who live there—ask the children to sort them and explain their reasoning for why they placed certain people with each climate. Listen for expression of understanding that the way people meet their basic needs varies according to their environment.

Suggested Links

Resources

- *The Pigs of Jillian Jiggs*, Phoebe Gilman
- Wants
 - *Earrings*, Judith Viorst
 - *Caps for Sale*, Esphyr Slovodkin
 - *Children’s Games from around the World*, Glenn Kirchner
 - *United Nations: UNICEF Children around the World*.
 - *UNICEF Poster: Rights of Children*
- Feeling worthwhile
 - *Sometimes I Feel Like a Mouse*, Jeanna Modesitt
- Need to create
 - *Duck Cakes for Sale*, Janet Lunn

Music

- “All I Really Need,” song by Raffi

Agencies/Groups

National/International

Local

K.1.3 Students will be expected to identify and describe groups to which they belong.

Outcomes

Students will be expected to

- identify the attributes of a family group (local, national, and global)
- develop an awareness that groups form for a variety of reasons and have a variety of purposes
- identify positive and negative feelings associated with belonging or wanting to belong to a group

Suggestions for Learning and Teaching

♥ Teacher Talk

The family is the basic group in society. Point out that families, whether they be in their own community, country, or from around the world share common attributes. **It can be a delicate subject to approach family make-ups.** While introducing the concept of the contemporary family, maintain a sensitive and open approach. Encourage the natural curiosity that children have about themselves, but **if you are aware of very serious family issues that would be best to avoid at this time**, choose to explore families from storybooks. However, **make certain that the storybooks you use represent a variety of families and cultures** from a local, national, and global perspective.

- Teachers can begin by reading several books about families. Be certain to read a cross-section that can open the discussion about what children consider to be attributes of the family. In your discussion focus on the characteristics/attributes that local, national and global families have in common. As a class activity, prepare a mind-map/web: write the word “families” in the centre bubble of the web. In each thread of the web record a common characteristic/attribute of families using a symbol and a word. Focus on the diversity of what is considered a family, such as a child and a grandparent, not just a child and mom and dad; or the people the child loves regardless of where they live. Beside each common attribute shared by families (for example, a bubble that says: “take care of children,” “work together,” “share traditions,” “have fun together,” or “look after each other”) paste pictures of the unique ways an attribute is carried out. Create a family quilt using construction paper, one square for each child. The squares are held together with yarn. Display the quilt.
- Students can construct a graph that shows how many people are in their immediate family. For their portfolios, ask them to individually do pictorial number sentences to show how many children and adults are in their families. For example, three adults, one child and three pets make seven in my immediate family. During the group activity, observe for openness to all kinds of configurations of families. Listen for language that suggests that they have an understanding that they must respect how others define their family. For example, when Jack says he has two dads, two moms, a cat, a dog, and two brothers and that makes nine, counting himself, the others respect his point of view.

K.1.3 Students will be expected to identify and describe groups to which they belong.

Suggestions for Assessment**Suggested Links**

K.1.3 Students will be expected to identify and describe groups to which they belong. *(continued)*

Outcomes

Students will be expected to

- identify the attributes of a family group (local, national, and global)
- develop an awareness that groups form for a variety of reasons and have a variety of purposes
- identify positive and negative feelings associated with belonging or wanting to belong to a group

Suggestions for Learning and Teaching

♥ Teacher Talk

Formal and informal groups are an important part of our social fabric. A formal group is a group of people organized for a specific purpose, often well-known in the community and having an established set of rules. An example of a formal group is a church group or Sparks. An informal group is a group of people such as a play group whose rules are very flexible, impromptu, and made-up as needed. Children begin from a very young age to be part of a group. Sometimes they are able to choose the groups to which they belong, but not always. Their family is a group that they did not choose and their family chooses certain groups for them. **Some children have no experience with formal groups.**

- Teachers can discuss with the class the difference between **formal** and **informal** groups. Do a web with Formal Group as the central label. From the centre connect such things as: wearing special clothes, having a certain meeting time, having special songs or chants, having things in common such as gender, age, and religious background. Make a list of informal groups, such as friends, family, and neighbours. Talk about why people belong to groups. Help them see how groups are important to passing on culture and traditions and also how they help to fulfill certain needs.
- Teachers can discuss the people in children's lives who belong to formal/informal groups. Although not all parents have jobs, many do belong to a group. For example, ask a dad who belongs to a dart league to come in and talk about what he does, why he belongs and what kind of rules govern the conduct of his league. Before the guest visits, help the children decide on a few good questions to ask. Post these on chart paper, with spaces for the answers. Write the answers together as a review after the interview.

K.1.3 Students will be expected to identify and describe groups to which they belong. *(continued)*

Suggestions for Assessment**Suggested Links**

K.1.3 Students will be expected to identify and describe groups to which they belong. *(continued)*

Outcome

Students will be expected to

- identify the attributes of a family group (local, national, and global)
- develop an awareness that groups form for a variety of reasons and have a variety of purposes
- identify positive and negative feelings associated with belonging or wanting to belong to a group

Suggestions for Learning and Teaching

- Teachers can help children identify the groups to which they belong. They belong to groups such as youth groups, sports groups, music, dance, or fine art groups: for example Beavers, Sparks, soccer, dance, or piano. They all go to school and have friends and a family. Do a graph or tally of the groups to which they belong. This is an opportunity for teachers to talk about bullying.

Groups	Numbers
Beavers/Sparks	////
Family	//// // // // // //
Sports	//// // //

- Teachers can select and use an appropriate book as a read aloud. The selected book should address formal and/or informal groups. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about groups and how this might be similar to things they have experienced themselves.

K.1.3 Students will be expected to identify and describe groups to which they belong. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
 - *prepare questions for interview of guest*
- Participation

Products Created/Written Evaluation/Portfolios

- the quilt
- the pictorial graph of members in family
- the responses of children for interview
- the model
- the role-play

Summative

- Teachers can watch for signs that they have an understanding of the concept of a group during free play and outdoor times. An example would be: While discussing a group they belong to, they make reference to some of the behaviours that make it a formal group.
- Teachers can ask children to make rules for a group they are formalizing. Ask them to discuss the problems involved with excluding others.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- Informal Groups
 - *Chester’s Way, Kevin Henkes*
 - *Wednesday Surprise, Eve Bunting*
 - *The Hockey Sweater, Roch Carrier (video)*
 - *Jeremiah Learns to Read, Joe Ellen Bogart (or Laura Fernandez or Rick Jacobson)*
- Formal Groups
 - *Waiting for Whales, Sheryl McFarlane*
 - *Franklin Plays the Game, Paulette Bourgeois*
 - *Will I Have a Friend?, Miriam Cohen*
 - *Curriculum: Curriculum Anti-Bullying Programs*

Agencies/Groups

National/International

Local

K.1.4 Students will be expected to demonstrate an understanding that the need for co-operation is an important part of being a member of a group.

Outcome

Students will be expected to

- develop an awareness of rules and why they are made
- identify and analyse formal and informal rules
- identify and practise skills that would help them resolve conflict

Suggestions for Learning and Teaching

Teacher Talk

In this outcome children explore the rules we live by and are introduced to the idea that there are formal and informal rules made by and enforced by people. The idea is not for the children to have a firm grasp on kinds of rules. For example, “No pushing” is an appropriate and typical rule, created for safety reasons, of which five-year-olds often need to be reminded. When you introduce a new school rule to the children, take the time to discuss how that rule came to be. For example, a formal rule is “Walk, don’t run, in the halls” or fire drill, lunch room rules. An informal rule is much more flexible such as the time one goes to bed or gets up in the morning. The teacher could have a shared/modelled writing activity on Safety Rules. Ask them to identify other rules and discuss the idea of laws. Some of them will know about stopping for a red light and following the speed limit. Not wearing a hat inside your school is another rule. This is a good one to discuss, because it is not an obvious safety rule. It is about a code of conduct that goes with belonging to a group.

- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of the importance of co-operation in groups. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about co-operation in groups and how this might be similar to things they have experienced themselves.

K.1.4 Students will be expected to demonstrate an understanding that the need for co-operation is an important part of being a member of a group.

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
- Participation
 - *contribute to discussion*
 - *make predictions*
 - *develop a rule for the play centre*

Products Created/Written Evaluation/Portfolios

- the role-play
- the examples of everyday work in the classroom

Summative

- Teachers can observe children engaging in and solving conflicts. No two children arrive with the same ability to engage in and resolve conflicts. Try to look for growth in each child's confidence in this area. For some children, using words rather than hitting will be progress, for others, actually standing up for themselves and engaging in conflict will be progress.
- Teachers could gauge the atmosphere of the class as they are together. At the beginning, and at least four other time-periods in the year, try to think about these questions. Is this classroom a community? Do we all feel safe physically and emotionally? Why or why not? The assessment of this outcome is an on-going process.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Finders Keepers For Franklin*, Paulette Bourgeois
- *Swimmy*, Leo Lionni

Agencies/Groups

National/International

Local

See any approved programs in your school district for teaching conflict resolution.

K.1.4 Students will be expected to demonstrate an understanding that the need for co-operation is an important part of being a member of a group. *(continued)*

Outcomes

Students will be expected to

- develop an awareness of rules and why they are made
- identify and analyse formal and informal rules
- identify and practise skills that would help them resolve conflict

Suggestions for Learning and Teaching

- ♥ Use a teachable moment **when conflict arises in a centre or elsewhere**. Engage the class, or some of the members, whichever is more appropriate, in developing rules to help govern that centre. If the students agree on a rule that doesn't seem right to you as the teacher, offer your opinion, but do not use your experience and authority to sway the direction of the rules (unless it poses the threat of discrimination). Allow the children to reach consensus and then see how the rules work. They may very well have to revisit them, and this is an excellent way to develop problem-solving skills.
- Ask students to consider how voting is one way to make a decision. There are various times when voting is an appropriate activity in the classroom. Because hand raising confuses five year olds, help the students to exercise their one vote by giving them each a Unifix cube. Once it has been placed for their vote, they have no other vote. Take the opportunity to discuss lobbying, if some children are campaigning for their friends to vote with them.
- Help children resolve conflict by inviting them to go to a quiet spot and ask them to work it out. Encourage children to do this on their own, but to ask teacher for assistance if needed. Suggest they should come tell you about it when they have solved the problem. Also, offer to be a mediator if they feel they need your help. Five year olds rise to the challenge and confidence you as the adult place in them. Although this is a good teaching strategy it may not be appropriate for all children depending on their age and development.

K.1.4 Students will be expected to demonstrate an understanding that the need for co-operation is an important part of being a member of a group. *(continued)*

Suggestions for Assessment

Teachers could look for and collect examples of student work that represents rules they have created in their everyday work in the classroom. For example, in the Home Centre (Kitchen or Dramatic Play area) there may be a group trying to play house while another group is playing doggies. The doggies are coming into the house and interrupting the story they are playing out. Instead of coming to the teacher to solve this, they simply draw a sign of a dog with an X through it. They use their literacy skills, and their knowledge of the power of rules to solve their problem. Save such artifacts as the sign, with the names of those who created and followed the rule as proof that these children understand the concept of rules.

Suggested Links

Unit 2: Roots

Overview

This unit provides an opportunity for children to explore their family’s history. They will identify the important people that they consider as members of their family and extended family and gain an understanding that families have historic roots. They will explore how the roles of family members change over time and recognize that families everywhere have varied traditions, rituals, and celebrations. The unit also provides an opportunity to introduce young children to age-appropriate research by having them “gather” or collect pictures or items and bring these to share with the class.

Outcomes

Students will be expected to

- K.2.1 demonstrate an understanding that families have historic roots
- K.2.2 demonstrate an understanding of how the roles of family members change over time
- K.2.3 recognize that families (local, national, and global) have varied traditions, rituals, and celebrations

Process and Skills Development

Communication

- share family traditions
- use appropriate terminology
- respond to a piece of literature
- draw and write

Inquiry

- ask questions
- brainstorm a list
- gather pictures/photos

Participation

- contribute to a sing-song
- sort flash cards
- organize an event

Suggested Time for Unit Completion

To be finalized by individual provinces.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots.

Outcomes

Students will be expected to

- identify the important people that they consider as members of their family and extended family
- give examples to show that families have historic roots
- explore terminology associated with time

Suggestions for Learning and Teaching

♥ Teacher Talk

All living creatures have roots. We all have a history. We are individuals and we are part of a family unit. Each of us has genealogical roots that have cultural and geographic connections to peoples and places in and beyond Atlantic Canada. Personal history remains an important link to more complex and temporal concepts.

- Teachers can begin by reading several books about families. Be certain to read a cross section that can open the discussion about what they consider to be family. Mark a large piece of butcher paper into puzzle pieces. Do not leave the edges straight, but make the outside edges like inside pieces so that the puzzle could go on forever. Ask them to put the face of each of their family members that they can think of into each puzzle piece. Make small puzzle pieces for crayons, medium for pastels, or large for markers and large for paint. Cut the puzzle out and use it as a tabletop toy to demonstrate the links between family members. Create a drawing of stick men that represents families of people and pets.
- Students can construct a graph that shows how many people there are in their immediate family. Ask them individually to do pictorial number sentences to show how many children and adults there are. For example, three adults, one child, and three pets make seven in my immediate family. Use stick people/animals to show this.

Teacher Talk

Grandparents are young children's most common link to their roots. Other children only know an aunt or uncle; still others may have nothing but their last name to link them to their roots.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots.

Suggestions for Assessment**Suggested Links**

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots. *(continued)*

Outcomes

Students will be expected to

- identify the important people that they consider as members of their family and extended family
- give examples to show that families have historic roots
- explore terminology associated with time

Suggestions for Learning and Teaching

- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of historic roots. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about historic roots and how this might be similar to things they have experienced themselves. Some children will wish to contribute stories from their families, others will be inspired to ask, while others will not want to journey too far into this subject.
- Students can create a class book about roots with a page for each child. It might begin with a page by the teacher that has a photo or drawing of himself and a sentence that reads “My name is Mr. O’Reilly. I have some Irish roots.” The pages can be photocopied ahead to read: My Name is ... I have some ... roots. Cover the book with a world map that marks all of the places that people in this class have roots. Children will look at it time and again.
- Students can discuss in small groups, using a simplistic drawing of a plant with roots, how each of them has roots. This will allow you to lead and help children who don’t know much about their beginnings to understand that they may represent the roots of the children and grandchildren they will have. Others will relate grandparents and other countries to their roots and see themselves like part of the plant.
- Students can organize a Valentine’s Day tea (which falls in Heritage month) to which each child invites one grandparent, or special older family member, or friend of the family. Ask them to prepare for and host the tea, while the more immediate adults in their life help and provide goodies.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - *draw/write a letter*
 - *respond to a piece of literature through artwork/writing/model*
 - *use terminology associated with “time”*
- Inquiry
 - *ask questions*
- Participation
 - *organize a Valentine’s Day event*
 - *create display of artifacts*

Products Created/Written Evaluation/Portfolio

- the drawings of stick men
- the paper puzzle
- the graph of family members
- the class book

Summative

- Teachers could ask children to dramatize with props, use cutouts or story board figures, or use dolls from the doll house to explain extended family and roots. Props that would be good are a shawl, or cane, a purse or briefcase and a baby bottle. Having these items available in the Home or Dramatic Play Centres will allow this role-play to occur naturally.
- Teachers could ask children to plant trees/plants to beautify the schoolyard at the end of the school year.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *The Gypsy Princess*, Phoebe Gilman
- *Something from Nothing*, Phoebe Gilman
- *The Orphan Boy*, Tololwa Mollel
- *Love You Forever*, Robert Munsch
- *Freight Train*, Donald Crews
- *Miss Rumphius*, Barbara Cooney
- *Knots on a Counting Rope*, Bill Martin Jr.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots. *(continued)*

Outcomes

Students will be expected to

- identify the important people that they consider as members of their family and extended family
- give examples to show that families have historic roots
- explore terminology associated with time

Suggestions for Learning and Teaching

- Students can invite family members to share stories about their heritage. This could lead to a variety of other activities, for example, mapping the location of family origins; displays of artifacts from a family's historic roots; and writing letters to family members who live away.
- Students can explore their family roots throughout the year. For example, on St. Patrick's Day, ask children if any of them have family members who came from Ireland. Extend this idea to include all origins of children in the class.
- Teachers can section off a bulletin board into the temporal categories: long ago; in the past; today; and in the future. Use these terms whenever the opportunity is present. After reading any story that had the subject of families, work with small groups to create a response to how families might have looked during one of these time periods. Responses could be through artwork, writing, or a model.
- Teachers can supply a variety of props in the dramatic play centre to encourage role-play of the extended family and historic roots.
- Teachers can introduce terms that extend an understanding of time, as natural opportunities present themselves throughout the year. For example, how do yesterday and long ago compare? Further, although this is not an exhaustive list, some terms to keep in mind are: last week; in the past; the present; today; tomorrow; next week; next year; and in the future.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of making the world a more beautiful place. After reading and discussing the story, encourage the children to think about how they might make the world a more beautiful place. As an end of year class project, children could plant something on the school grounds to make it more beautiful. This could represent their roots as a class in their first year of school.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots. *(continued)*

Suggestions for Assessment

Suggested Links

Resources

- *When I Was Young in the Mountains*, Cynthia Rylant
- *Grandfather's Journey*, Allen Say
- *Waiting for the Whales*, Sheryl McFarlane
- *Canada Celebrates*, Linda Perry

Agencies/Groups

National/International

Local

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time.

Outcomes

Students will be expected to

- identify the responsibilities of family members
- demonstrate an awareness that the responsibilities of family members may change
- recognize that the structure of families may change
- give examples of how the roles of family members have changed over time

Suggestions for Learning and Teaching

♥ Teacher Talk

This outcome is intended to help children consider the dynamics of the family unit within our society. Families demonstrate a sense of caring and sharing for each other, and provide for the protection and nurturing of children, but it is important for children to go beyond this concept and see **that families are diverse in how they are structured and in how they construct their lives. Children learn from general to specific, therefore, they do think in terms of stereotypes.** It is a way for them to order general information that is a basis for more specific knowledge. Keep this in mind when helping them **to think of family structures and the roles of family members. Rather than further entrenching stereotypes, work toward opening their minds.** There is an expectation here to have students do their first research by bringing artifacts to class to show how families have changed over time. This connects to the previous outcome, historic roots.

- Teachers can use an outdoor group activity to introduce the concept of “roles” by having the group sing the song “Here We Go Round the Mulberry Bush.” Help children start to think of the things people do to keep a home running. Add in jobs that would have been fulfilled in the past, but now are replaced by technology. Ask the children to add their own ideas.

Here we go round the Mulberry Bush, the Mulberry Bush, the Mulberry Bush

Here we go round the Mulberry Bush, so early in the morning.

This is the way we wash the dishes, wash the dishes ...

This is the way we hang the clothes, hang the clothes ...

This is the way we take out the trash, take out the trash ...

This is the way we milk the cow, milk the cow ...

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time.

Suggestions for Assessment**Suggested Links**

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time. *(continued)*

Outcomes

Students will be expected to

- identify the responsibilities of family members
- demonstrate an awareness that the responsibilities of family members may change
- recognize that the structure of families may change
- give examples of how the roles of family members have changed over time

Suggestions for Learning and Teaching

- Teachers can ask children to make a list of all the jobs they can think of around their homes while in the Play-Home Centre. For example, washing dishes, laundry, garbage, shovelling snow, bathing children, making beds. Create a simple list of five or six, with the heading Who Does It? Help students who are interested to poll the rest of the class. At group time, discuss the results by different family members.
- Teachers can discuss how the answers varied in the previous activity. In some homes, dad takes out the trash, but never changes the baby. In other homes dad does both, while in others it is mom who changes the baby and the child who takes out the trash—unless he is staying at dad’s house on garbage day, and then it is dad who takes it out. Still another family has a grandmother who does the dishes because she lives with them. Draw from them the idea that the role of family members often relies on circumstances. Put specific jobs on flash cards and ask children to role-play members of their family. Use the cards as a sorting activity to identify the jobs done.

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time. *(continued)*

Suggestions for Assessment**Suggested Links**

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time. *(continued)*

Outcomes

Students will be expected to

- identify the responsibilities of family members
- demonstrate an awareness that the responsibilities of family members may change
- recognize that the structure of families may change
- give examples of how the roles of family members have changed over time

Suggestions for Learning and Teaching

Teacher Talk

Point out to children that the responsibilities of family members may change due to the arrival of a new baby, to children growing up, the family moving, to parents changing careers, to a parent losing his/her job, to separation or divorce.

- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of changing roles. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about changing roles and how this might be similar to things they have experienced themselves. Brainstorm a list of jobs that they can think of that were once done by hand and are now done by machine. Title the list “Technology Has Changed How We Live.” As a concrete example, put a clothesline and washboard in the House Centre.
- Teachers can provide books and artwork that have pictures of people at work around the world and throughout time. Identify with them the variety of roles in which they see men, women, and children engaged. If possible, provide historical photographs of your own region, especially those related to local industry, for discussion about how the roles of local people have changed and what has brought about this change.

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - *brainstorm a list of jobs done in the home*
- Inquiry
 - *sort flash cards*
 - *bring pictures to class of people important to them*
- Participation
 - *contribute to group sing-song*
 - *role-play jobs of family members*
 - *contribute to discussion of old photos*

Products Created/Written Evaluation/Portfolio

Summative

- Reread a book such as *Something from Nothing* by Phoebe Gilman and prepare a retrieval chart titled How Roles Change over Time. On the chart, create four columns with the following headings: Name, Past, Present, and Future. Prior to the children completing the chart, the teacher can model it with an example: PAST—“When my mother was little, she wasn’t allowed to wear jeans to school;” PRESENT—“As a teacher, I can only wear jeans to school on special days;” and FUTURE—“Maybe jeans won’t be in style in the future.”

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Winter Days in the Big Woods*, Laura Ingalls Wilder (Scholastic)
- *Tar Beach*, Faith Ringold
- *At the Crossroads*, Rachel Isadore
- *Love You Forever*, Robert Munsch
- *Grandpa*, John Burningham
- *Big Brother Dustin*, Alden R. Carter
- *Now One Foot, Now the Other*, Tomie dePaola
- *The New Baby at Our House*, Joanna Cole

Agencies/Groups

National/International

Local

- Visit a museum

K.2.3 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations.

Outcomes

Students will be expected to

- identify traditions, rituals and celebrations connected to their personal experiences
- give examples to show that families (local, national, and global) have varied traditions, rituals and celebrations
- demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations

Suggestions for Learning and Teaching

Teacher Talk

People have their own unique and meaningful ways to celebrate important aspects of their culture, which over time develop into traditions, rituals, and celebrations. It is important for students to appreciate the roots of their traditions, rituals, and celebrations and also to understand and respect those of others on a local, national, and global level. While working on these strategies it will be important to help the children make connections between their experience and those of others. Teachers should include examples of First Nations, Inuit and Innu, Anglophones, Francophones, other cultures represented in the classroom/school, as well as other cultures around the world.

- Teachers can ask children to think about what they have discovered about families. Write the word **Families** in the centre bubble of a web. Establish commonalities and paste pictures of the unique ways these things are carried out. For example, a bubble that says “take care of children” will show a representation of a variety of cultures and situations. Some of the common bubbles should be: share traditions, work together, have fun together, look after each other. Once the bubble that shows that families share traditions is well established, ask the children to pick a country(ies) that they would like to know more about. Research the traditions of the country they choose. Locate the country(ies) on the classroom map. Try out some of the customs you discover.

Teacher Talk

Include a variety of props in the Dramatic Play Centre that encourage children to talk about, think about, and ask questions about traditions, rituals, and celebrations around the world.

- Teachers can select and use an appropriate book as a read aloud. The selected book should address a tradition or ritual that involves children (like putting a lost tooth under their pillow). After reading the book to the class, the teacher may wish to ask the children to brainstorm other similar examples.

K.2.3 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations.

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
- Participation
 - *share family traditions/customs*

Products Created/Written Evaluation/Portfolio

- the web of “families”

Summative

Teachers could make the Music Centre a celebration of family diversity by including a variety of cultural music from your region and around the world. Ask parents to help you collect this over the year, by having them provide you with any special cultural music of their family. Make a cassette of all of the songs and title it “Family Favourites.” Make the music available for movement and free play sessions and encourage appreciation with your participation. If a family member can play cultural music live, invite that person to perform for the class. Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- Hanukkah
 - *Latkes and Apple Sauce, Fran Manushkin*
 - *The Chanukkah Guest, Eric Kimmel*
- Christmas
 - *Christmas Cranes, Allen Say*
- Family Traditions
 - *Knots on a Counting Rope, Bill Martin Jr. and John Archambault*
 - *Children of the Yukon, Ted Harrison*
 - *The Gypsy Princess, Phoebe Gilman*

K.2.3 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations. *(continued)*

Outcomes

Students will be expected to

- identify traditions, rituals, and celebrations connected to their personal experiences
- give examples to show that families (local, national, and global) have varied traditions, rituals and celebrations
- demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations

Strategies for Learning and Teaching

- Teachers can ask children to think of the celebrations and traditions in their family and community. Discuss from where they have come. For example, in December, talk about Hanukkah and Christmas, ask the children to share and compare things they do to celebrate these holidays. With Christmas, some children always have turkey, while others eat roast beef, ham, or tofu. The common tradition amongst their families is that they feast, but how they feast depends on their family history.
- Teachers can discuss with children how to respect other people's rituals, traditions, and celebrations. For example, when visiting another family's home, it is polite to try what they are eating and not make comments about how different it is.

K.2.3 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations. *(continued)*

Suggestions for Assessment

Suggested Links

Resources

- Birthdays
 - *Celebrating Life around the World, Eve Feldman Kindersley*
 - *Let's Celebrate, Caroline Perry*
 - *Children Like Me: Celebrations, Barnabas and Anabel*

Music

“All I Really Need,” song by Raffi

Agencies/Groups

National/International

Local

- Multicultural Groups

Unit 3: Place

Overview

This unit has a geography focus. Children will develop concepts related to geography as well as skills in mapping. Children will explore some of the natural and constructed features of their community. They will develop basic mapping skills to identify, locate, and name familiar places within the community. Some children will have a prior knowledge of maps, while for others location will be a new idea. Whenever possible, extend their awareness of maps to the national and global community. For the most part, all children have some experience with the treasure map and with hunting for treasure. Mapping is something that will be developed throughout the year. They will identify connections between their community and other communities (local, national, and global) and will develop an awareness that communities depend on each other to meet their needs and wants.

Outcomes

Students will be expected to

- K.3.1 describe some of the natural and constructed features of their community
- K.3.2 use basic mapping skills to identify, locate, and name familiar places within the community
- K.3.3 identify connections between their community and other communities (local, national, and global).

Process and Skills Development

Communication

- sketch
- read a map
- recognize map symbols
- recognize landmarks

Inquiry

- label maps, blocks, and/or structures/models
- predict and/or retrace directions

Participation

- create a model
- create simple maps

Suggested Time for Unit Completion

To be finalized by individual provinces.

K.3.1. Students will be expected to describe some of the natural and constructed features of their community.

Outcomes

Students will be expected to

- demonstrate an awareness of the concept of natural and constructed features
- identify common features and landmarks in their community
- use and create simple maps to distinguish between land and water (local, national, and global)
- locate familiar bodies of water and land forms in their community

Suggestions for Learning and Teaching

Teacher Talk

Children will be familiar with both natural and constructed landmarks. The teacher should focus on what each is. For example, natural landmarks include mountains, hills, and ponds and constructed landmarks include bridges, buildings, and monuments in their community. The three outcomes of this unit focus on mapping and there should be at least one map posted in the classroom at all times throughout the year. Be sure to expose the children to a variety of maps - world and bird's-eye view, atlas, and globe. Teachers will need to identify opportunities to introduce the concepts of signs and symbols on maps.

- Teachers can familiarize children with their new surroundings. The most natural way to begin using the language of place is the school. Use maps whenever you can to identify where important areas of the school and playground are located. Draw a fire drill route map of your school. This will create an interest with the students to begin making and reading maps. Discuss signs that need to be used on the map as well as symbols to represent significant landmarks in the school and on the playground.
- Teachers can post a real map of your community. Look at the map together. Talk about how this is not the actual size of the place, but just a drawing. This is best if the students are familiar with documenting their block structures through drawing, because they have had the real experience that a drawing is not always exactly like the thing it represents.
- Teachers can take children on a walk through the community. Identify important natural landmarks (e.g., pond, stream, hill) and constructed landmarks (e.g., playground, grocery store, gas station).
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the topic of landmarks and their importance in our surroundings. After reading the book to the class, the teacher may wish to engage the children in a discussion of what landmarks they are familiar with in and around the school.

K.3.1. Students will be expected to describe some of the natural and constructed features of their community.

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
- Participation
 - *draw two or three natural or constructed landmarks located between their home and the school*
 - *read a map*
 - *use symbols on maps*
 - *predict directions*
 - *recognize landmarks natural/constructed*

Products Created/Written Evaluation/Portfolio

- the mural

Summative

- Teachers could give children a variety of materials to construct their view of the world map. Check to see if they used examples of where they live. Check to see if they have an idea of the shape of the land and if they distinguish water in a systematic way. Use a beach ball as a globe.
- Teachers could ask children to draw a map of how they think their community looks after discussing landmarks in the community, and making a simple list of words for them to copy if they wish. Some children will be able to produce a very sophisticated concept of a map, with landmarks, arrows and labels, while others will have a more simple version. Take the time to ask them to explain their maps individually, since just looking at their drawings may only reveal part of what they know.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- Landmarks
 - *Waters, Edith Newlin Chase*
 - *Water, Frank Asch*
 - *O Canada, Ted Harrison*
 - *Madeline, Ludwig Bemelmans*
 - *The Birthday Surprise, Eric Carle*
 - *Trudy's Time and Playhouse (software)*
 - *David's Father*
 - *Useful activities using a beach ball globe can be found on the Internet.*

K.3.1. Students will be expected to describe some of the natural and constructed features of their community. *(continued)*

Outcomes

Students will be expected to

- demonstrate an awareness of the concept of natural and constructed features
- identify common features and landmarks in their community
- use and create simple maps to distinguish between land and water (local, national, and global)
- locate familiar bodies of water and land forms in their community

Suggestions for Learning and Teaching

- Teachers can ask the students to identify a list of landmarks in their community. Go for a community walk or bus ride. While walking, ask questions to encourage predicting directions.
- Teachers can place a building or imitation body of water in the Block Centre to create interest, and encourage the children to build around. Create a mural of your province/community and ask children to use push pins to identify where they live; colour the land green and the water blue and identify a few significant places.
- Teachers can place symbolic treasures (one per group) around the schoolyard in advance of an outdoor play time. During an outdoor play, give small groups of children a simple map to try to find their treasure. The emphasis should be on recognizing certain landmarks on the school grounds.

K.3.1. Students will be expected to describe some of the natural and constructed features of their community. *(continued)*

Suggestions for Assessment

Teachers could visit the local fire station and ask someone to demonstrate a plan for a fire drill route. Then ask children to work with an adult create a fire drill route map for their home.

Suggested Links

Agencies/Groups

National/International

Local

- Provincial Mapping Division
- Department of Tourism

K.3.2 Students will be expected to use basic mapping skills to identify, locate, and name familiar places within the community.

Outcomes

Students will be expected to

- give verbal directions using relative terms for different locations
- give directions in relative terms
- use signs and symbols to identify location
- read simple maps and pictures
- create simple maps and pictures

Suggestions for Learning and Teaching

Teacher Talk

Many of the skills of this outcome can be done within the context of the other two outcomes (K.3.1 and K.3.3) in this Unit. For example, in K.3.1 when children go on a walk, point out examples of landmarks/signs and ask children to draw/illustrate a landmark/sign they saw. Create a simple map of the route they walked and place the drawing of the landmark/signs on the map. Whenever the opportunity is present encourage children to give a verbal description using vocabulary such as near, far, left, right, under, over, back, front.

- Teachers can play direction games with children during transition times. For example, when it is five minutes before lunch and clean up is complete, fill the time by asking them to follow a series of quick directions like stand behind your chair, stand near your friend, sit farther from your friend, etc. As they become proficient at this game they will volunteer to call the directions. This is a good game for the gym and during outdoor time too. It is a noncompetitive game and the sillier your directions the more gleefully they play.
- Teachers can provide many different types of maps for the children to read. Display any and all examples of maps they produce. Take photographs of their maps if they are actually models made from sand, play dough or blocks. Add road signs to the Block and Sand Centres and always encourage children to label their block structures.
- Teachers can post a provincial, Canadian, or world map or have a globe in the classroom. When reading any book that identifies a place, locate it on the map or globe. Alternatively, look at where a book has been published and find this place.

K.3.2 Students will be expected to use basic mapping skills to identify, locate, and name familiar places within the community.

Suggestions for Assessment**Suggested Links**

K.3.2 Students will be expected to use basic mapping skills to identify, locate, and name familiar places within the community. *(continued)*

Outcomes

Students will be expected to

- give verbal directions using relative terms for different locations
- give directions in relative terms
- use signs and symbols to identify location
- read simple maps and pictures
- create simple maps and pictures

Suggestions for Learning and Teaching

- Teachers can model the behaviour of saving a well-loved block structure by doing a sketch. When it is time for block play again, produce the sketch and suggest they use it as a blueprint. This will encourage them to begin “saving” their block structures by sketching them.

K.3.2 Students will be expected to use basic mapping skills to identify, locate, and name familiar places within the community. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - *map/retrace steps in a piece of literature*
- Inquiry
 - *sketch a block structure*
- Participation
 - *contribute to the direction game*
 - *label block structures/models*

Products Created/Written Evaluation/Portfolio

Summative

- Teachers could use a familiar story such as a fairy tale and ask children to map the location of events. For example, in *Little Red Riding Hood* the main character is at her home, walks through the woods to her grandmother's house. Mapping may take the form of a three dimensional model.
- Ask children to take part in an activity such as a scavenger hunt/treasure map activity/Easter egg hunt/hot-cold hunt that could also be used as a grid activity.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
 - *As the Crow Flies*
- Mathematics

Provincial Curriculum

- Art

Resources

- *The Living Atlas*
- *Can You Read a Map?*,
Rozanne Lanczak Williams
(Part of Learn To Read: Social
Studies series, Creative
Teaching Press)

Agencies/Groups

National/International

- Parks Canada

Local

- Provincial Mapping Division
- Department of Tourism
- Museum

K.3.3 Students will be expected to identify connections between their community and other communities (local, national, and global).

Outcomes

Students will be expected to

- identify places where products originate
- give examples to show that communities depend on each other to provide for their needs and wants
- explain how communities connect through transportation and communication

Suggestions for Learning and Teaching

Teacher Talk

A community does not exist in isolation. There are many examples in the children's own experience of visiting other communities and they should have an awareness that many of the foods, clothing, toys, and books they use in their daily lives come from different places. This outcome expands understanding of how local, national, and global communities are connected and depend on one another.

- Teachers can send a letter home explaining that you are trying to teach the children that we have important connections to other communities. For example, to illustrate this you will be making a special fruit salad. Ask each family to include one piece of fruit in their groceries that they wouldn't normally buy. Ask them to check the country this fruit was imported from. Ask them to send the fruit and the information to class on the day you will make the fruit salad. Ask the students to draw their fruit on a small sticky note and post it on its place of origin on the map. Connect it to your community with a string. Put a fruit bowl to mark your community. Discuss how they think the fruit got to the supermarket as you make and eat the salad. (If there are allergies, or problems with children bringing fruit from home, go to the supermarket with the class, have a tour and purchase some fruit from around the world—some grocery stores will donate some fruit if you inquire ahead of time).
- Teachers can develop a KWL chart (know, want to know, learned) and complete the third column for assessment.

Know	Want to Know	Learned

K.3.3 Students will be expected to identify connections between their community and other communities (local, national, and global).

Suggestions for Assessment**Suggested Links**

K.3.3 Students will be expected to identify connections between their community and other communities (local, national, and global). *(continued)*

Outcomes

Students will be expected to

- identify places where products originate
- give examples to show that communities depend on each other to provide for their needs and wants
- explain how communities connect through transportation and communication

Suggestions for Learning and Teaching

- Teachers can arrange for a guest speaker such as truck driver to visit the class and explain his/her job. If possible, take a tour of their rig. Before they come to the class, help the children think of a few good interview questions. Record these on chart paper and leave space to write the answers. After your guest has left, reflect with the children by filling in the answers. As a follow-up to the visit, place a model tractor-trailer in the Block Centre. Include books about transport trucks and freighters in the Book Centre. If you have a supply, add trucking songs to the Music Centre.
- Students can use a variety of trucks, cars, planes, boats, bikes in the Block Centre. Alternatively, teachers can draw a huge map outside with sidewalk chalk that includes several communities. Children can use different forms of transportation to help them make connections between the communities.
- Students can create and use their own form of transportation. One idea is to give them boxes they can turn into cars with paper plate wheels or planes with wings. Use transportation examples to play on the playground.
- Students can bring empty food containers or other goods from home to set up a grocery store or other type of store. Teachers can read aloud the labels and identify their origins. Place a map or globe nearby so children can check it frequently. Alternatively, the teacher could bring in a suitcase full of clothes with labels that were manufactured in a variety of countries. After identifying them, use this clothing in the Drama Corner.
- Teachers can add the following props to the Home Centre: phones, a computer, a radio, a newspaper. Use play opportunities to discuss how these are important for communication. If children show an interest, create a simple time line to show how communication has changed. It could show: building signal fires, the town crier, the printing press, the telephone the radio, television, and the computer.

K.3.3 Students will be expected to identify connections between their community and other communities (local, national, and global). *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
- Participation
 - *bring labels to class*
 - *map labels*

Products Created/Written Evaluation/Portfolio

- the form of transportation
- the KWL chart

Know	Want to Know	Learned

Summative

- Teachers can ask children to play communication tag in the gym. Every time someone is tagged he/she must freeze. They can be “thawed” and re-enter play if a free person comes up to them and does an action that they respond to in some form of communication—for example, pretending to phone each other, or write letters. Most children will grasp this concept, look for and point out interesting things they think of.
- Ask the children to chose one thing they like to eat for breakfast and draw, write or explain how they think it comes to be at their house. Listen for details that they have grasped the concept that we depend on others from the farmer to the trucker and grocer to get food to our tables and that many of these things come from far away. Place these in portfolios.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- Transportation
 - *Two Little Trains, Margaret Wise Brown*
 - *Vroom, Chugga, Vroom-Vroom, Anne Miranda*
 - *Anno’s Journey, Mitsumosa Anno*
- Communication and Work
 - *Jolly Pocket Postman, Janet Ahlberg*
 - *What’s My Job?, Lyn Calder*
 - *When I Was Five, Arthur Howard*

Agencies/Groups

National /International

Local

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