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| NOTE: Months will have a thematic focus, which the seven learning areas will follow: Jan – Winter, Feb/March – Friends & Family, March/April – Spring \*The themes and learning areas are overlapped through all four months I will be teaching. These topics will be repeated numerous times and are linked together. I decided to split the chart into the seven learning areas accompanied by the outcomes and activities as it was most fitting with the style of teaching kindergarten entails. \*22 students in the morning and afternoon class, 1 assistant, 2 IPP’s (need to work on independence and emotion well-being)  |
|  | **Early Literacy** | **Early Numeracy** | **Environment and Community Awareness** | **Personal and Social Responsibility**  | **Physical Skills and Well Being**  | **Creative Expression**  | **Citizenship and Identity**  |
| General Learner Outcomes  | Child listens, speaks, reads, writes, views and represents to: -explore thoughts, ideas, feelings and experiences-comprehend and respond personally and critically to oral, print, and other media texts-manage ideas and information -enhance clarity of and artistry of communication -respect, support and collaborate with others  | *Number sense*:-says the number sequence 1 to 10, starting from 1-10 -subitizes and names familiar arrangements of 1 to 5. *Patterns and Relations:* -demonstrates understanding of patterns using sounds and actions-sorts sets of objects based on a single attribute *Measurement:* -direct comparison to compare two objects based on a single attribute  | Child demonstrates curiosity, interest and a willingness to learn about the environment and community Child uses materials in the environment, community and become aware of how others use them Child explores familiar places and things in the environment  | Child develops positive attitudes and behaviours toward learning Child accept practice and responsibility Child demonstrates and practices independence Child experiences and expresses feelings in socially acceptable ways Child develops positive relationships with othersChild contributes to group activities  | Child acquires locomotor, nonlocomotor and manipulative skills through developmentally appropriate movement activities in a variety of environments Child develops fine motor and perceptual motor skills through participation in a variety of activities Child develops attitudes and behaviours that promote a healthy lifestyle, wellness and safety for self and others Child assumes responsibility to lead an active way of life | Child explores self-expression through creative thought and through language, art, movement, music and drama Child becomes aware of various forms of expression  | *I am Unique* -child will demonstrate an understanding and appreciation of social, physical, cultural and linguistic factors that contribute to ones identity *I Belong* -child will demonstrate an understanding and appreciation of the characteristics and interest that unite members of community and groups  |
| Key Learning Activities  | Daily Reading -read alouds, shared, guided, independent Writing-modeled, shared, guided, independent Phonological Awareness-initial/final phonemes, rhyming, clapping syllables, segmenting/blending soundsLetter/Sound/Shape Identification Word Work -phonetic spelling, sight words, number words Writers Workshop -Alphabet line direction activities-Sight words  | -Count objects, matching numerals to quantities-1-2 subitizing games will be introduced each month and played regularly to develop subitizing skills-sort materials into groups-explore and create patterns through sound and actions-separate and compare objects based on measurements; components of measuring will be pulled out and used with a thematic focus (ex. S, M, L snowmans, height of classmates)  | Play centers, gym, playground: explore similarities/differences and properties Skating: Lethbridge rink, safetyWinter: adaptations of animals and people, winter safetyValentines DaySt. Patrick’s Day Spring: baby animals, Easter | Ongoing through whole year: 7 Habits of Healthy Kids Winter safety New Year celebration Valentines Day Friendship; skill, conflictSt. Partrick’s Day  | SkatingGymnastics Ball Skills GamesOutdoor Play Snack- healthy lifestyle, wellness, food groupsFine motor – cutting, colouring, printing, manipulatives   | Work and play centers: -variety of materials; paints, chalk, manipulatives, play dough, etc. -white boards, drawing Themes: -Winter (hibernation, snow, safety, etc.) -Friends & Family (post office, community, friendship, bullying, love, valentines day) Songs, dance, poems, crafts, books  | Snack helper; leader of the dayO Canada Routines set in place throughout the year Sense of community within the school occurs all year  |
| **Assessment Tools:** -Observation -Checklists-Anecdotal records -Circle charts-Samples of students work  | **Resources:** Alberta Education – Kindergarten Program Statement Nelson – MathFocus K Pearson Education – Many Voices The Leader in Me (FranklinCovey) Variety of theme and concept related story books  |