

# CORRELATION

# CHART

The curriculum correlation  
chart is based on  
*The Full-Day Early Learning—  
Kindergarten Program*  
Ontario, 2010–2011

**Kindergarten Plus!**  
BY JONI BOWMAN





# NOTE TO EDUCATORS



## How to Use Kindergarten Plus! in JK and SK classrooms

Kindergarten Plus! is a custom-written program that is a one hundred percent match to the Ontario Kindergarten curriculum. Written by a kindergarten teacher for kindergarten teachers, the program consists of ten theme-based units that correspond to each month of the academic school year. Kindergarten Plus! can be successfully implemented in a JK/SK blend, as well as in a two-year kindergarten program. Although the monthly themes may be familiar to returning SK students, the activities, weekly poems, activity centres, and extension activities will be new and developmentally appropriate. They are designed to actively engage all students.

Here are some things to consider:

- Children love repetition. Repeating overall themes from their JK year will be a welcome comfort.
- Lessons can be adapted to meet the developmental levels of both JK and SK students. For example, JK students can be asked to sort a variety of objects based on one attribute, whereas SK students can be asked to sort objects based on two or more attributes.
- Each monthly unit includes anywhere from nine to eighteen additional Integrated Studies suggestions. These suggestions can be used during the alternate year of the kindergarten program.
- Additional poems and songs are included. These can be used for the daily poem activities during the second year of a two-year kindergarten program.
- Centre suggestions are divided into ideas for Weeks 1 and 2 and Weeks 3 and 4. Teachers may choose to keep Week 1 and 2 centre suggestions for the first year of the two-year kindergarten program, and introduce Week 3 and 4 ideas on the alternate year.

## Correlation Chart

This chart has been created to provide a quick, visual reference to link the Specific Expectations of the Ontario Curriculum, *The Full-Day Early Learning—Kindergarten Program, 2010–2011*, with the

various components of the *Kindergarten Plus!* program. You will notice that many expectations are covered in more than one lesson and in more than one unit. This has been done for several reasons:

- To introduce the entire concept in one lesson is sometimes not possible, nor developmentally sound
- To reinforce knowledge/skills/attitudes addressed in previous lessons/units
- To provide multiple, meaningful learning opportunities for students

The Specific Expectations for the following subject areas have been linked to the *Kindergarten Plus!* program:

- Mathematics
- Language
- Science and Technology
- The Arts
- Health and Physical Activity
- Personal and Social Development

Next to some expectations you will sometimes see the word *ongoing*, rather than a specific reference to a lesson or activity. These expectations cannot be covered in one or two lessons. They are daily classroom behaviours/actions that need to be introduced, encouraged, and positively reinforced in the classroom and school yard on an ongoing basis.

## References

- Keenan, M. *Planning an Early Childhood Program*. Winnipeg: Peguis Publishers, 1993.
- Ministry of Education. Ontario Curriculum. *The Kindergarten Program, 2006*.
- Politano, C., J. Paquin, C. Cameron, and K. Gregory, *Practical Ideas to Start Up the School Year Grades K-3*. Winnipeg: Portage & Main Press, 2004.

## Correlation Key to the Expectations

<b>M</b> Mathematics e.g., M5 – Math Lesson 5	<b>RC 1/2</b> Reading Centre Weeks 1 & 2	<b>MC 3/4</b> Mathematics Centre Weeks 3 & 4
<b>L</b> Language Arts e.g., L2.1 – Language Week 2 Lesson/Day 1	<b>RC 3/4</b> Reading Centre Weeks 3 & 4	<b>TC 1/2</b> Tactile Centre Weeks 1 & 2
<b>IS</b> Integrated Studies e.g., IS1 – Integrated Studies Lesson 1	<b>W&amp;L 1/2</b> Writing/Language Centre Weeks 1 & 2	<b>TC 3/4</b> Tactile Centre Weeks 3 & 4
<b>AIS</b> Additional Integrated Studies e.g., AIS7 – Additional Integrated Studies Suggestion 7	<b>W&amp;L 3/4</b> Writing/Language Centre Weeks 3 & 4	<b>LC 1/2</b> Listening Centre Weeks 1 & 2
	<b>A&amp;C 1/2</b> Arts & Crafts Centre Weeks 1 & 2	<b>LC 3/4</b> Listening Centre Weeks 3 & 4
	<b>A&amp;C 3/4</b> Arts & Crafts Centre Weeks 3 & 4	<b>DRC 1/2</b> Dramatic Centre Weeks 1 & 2
	<b>DC 1/2</b> Discovery Centre Weeks 1 & 2	<b>DRC 3/4</b> Dramatic Centre Weeks 3 & 4
	<b>DC 3/4</b> Discovery Centre Weeks 3 & 4	<b>BB1</b> Big Book Suggestion 1
	<b>MC 1/2</b> Mathematics Centre Weeks 1 & 2	<b>BB2</b> Big Book Suggestion 2

# MATHEMATICS

**Specific Expectations:** Match up specific expectations to the number in the left-hand column of the chart below.

**Overall Expectation NS1:** demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships

- NS1.1 investigate the idea that quantity is greater when counting forward and less when counting backwards
- NS1.2 investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects
- NS1.3 begin to make use of one-to-one correspondence in counting objects and matching groups of objects
- NS1.4 demonstrate understanding of the counting concepts of stable order and of order irrelevance
- NS1.5 recognize some quantities without having to count, using a variety of tools

- NS1.6 begin to use information to estimate the number in a small set
- NS1.7 demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation
- NS1.8 use ordinal numbers in a variety of everyday contexts
- NS1.9 use, read, and represent whole numbers to 10 in a variety of meaningful contexts
- NS1.10 explore different Canadian coins, using coin manipulatives
- NS1.11 investigate and develop strategies for composing and decomposing quantities to 10
- NS1.12 investigate addition and subtraction in everyday activities through the use of manipulatives, visual models, or oral exploration

**Overall Expectation M2:** measure and compare length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity

- M2.1 compare and order two or more objects according to an appropriate measure
- M2.2 demonstrate, through investigation, an awareness of non-standard measuring devices and standard measuring devices and strategies for using them
- M2.3 demonstrate, through investigation, a beginning understanding of the use of non-standard units of the same size

**Overall Expectation G3:** describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation

SPECIFIC EXPECTATIONS	Unit 1 – I am Special!	Unit 2 – Apples and Pumpkins	Unit 3 – Colours and Shapes	Unit 4 – The Gingerbread Man	Unit 5 – Winter Wonderland
NS1.1		M3, M12	M4	M5, M6	M1
NS1.2	M4	M4			M9
NS1.3	M4, M13	M12, MC3, MC4, BB1	M4, M5, M6	M1, M6, M15	M1, M12
NS1.4	M6, M13, M14	M3, M11, M12, L1.2, MC2, MC3, BB1	M4, M5, M6, M7	M1, M4, M5, M6, M15	M1, M5, M12
NS1.5	M5	MC4		M13, M14	
NS1.6				M4	M9
NS1.7			M4, M5, M6	M5, M6	
NS1.8			M16		M4
NS1.9	M4, M7, M16, MC1/2	M3, M12, MC2, BB1	M4, M5, M6, M7	M1, M6, M8, M9, MC3/4	M1, M5, M6, M12, MC3/4, DRC3/4
NS1.10		DRC3		M8, M9	
NS1.11				M6	M5
NS1.12				M13, M14	M10, M11
M2.1	M8	M6, M7, M10, M14, M15, MC1	M14, M15	M2, M11	M3, M12
M2.2		M6, M10, M14	M14	M10, M11	M12
M2.3		M6, M14	M14	M10, M11	M12
G3.1			M9, M10, M12, M15		M7
G3.2			M9, M10, M12, M15		
G3.3			M11		M13
G3.4					
G3.5					
G3.6				M7	M14
P4.1	M2	M1, M2, M9	M1, MC3/4	M3, MC1/2	M8
P4.2	M2, M11		M1	M3, M10, MC1/2	M8, M16, IS2
DM5.1	M1, M9, M10, M15, MC3/4	M8, M16	M2, M13, MC1/2	M8	M7, MC1/2
DM5.2	M3, M10	M4, M5, M13	M3, M8	M12, M16	M2, M15
DM5.3	M3, M9, M10	M4, M5, M13	M3, M8	M12, M16	M2, M15
DM5.4					



- G3.1 explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures
- G3.2 identify and describe, using common geometric terms, two-dimensional shapes and three-dimensional figures through investigation with concrete materials
- G3.3 compose pictures and build designs, shapes and patterns in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies
- G3.4 build three-dimensional structures using a variety of materials, and begin to recognize the three-dimensional figures their structure contains
- G3.5 investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made
- G3.6 demonstrate an understanding of basic spatial relationships and movements

**Overall Expectation P4:** explore, recognize, describe, and create patterns, using a variety of materials in different contexts

- P4.1 identify, create, reproduce, and extend repeating patterns through investigation, using a variety of materials
- P4.2 identify and describe informally the repeating nature of patterns in everyday contexts, using oral expressions and gestures

**Overall Expectation DM5:** sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts

- DM5.1 sort, classify, and compare objects and describe the attributes used
- DM5.2 collect objects and data and make representations of their observations, using concrete graphs

- DM5.3 respond to and pose questions about data collection and graphs
- DM5.4 use mathematical language in informal discussions to describe probability

Unit 6 Friendship	Unit 7 – Bears	Unit 8 – Spring is Here!	Unit 9 – On the Farm	Unit 10 – Community Helpers
	M4	M3, M5, MC1/2	M8	
M9, M11	M8	M3, M5	M2, M4, M6, M9	
M6	W&LC1/2	M3, M7	M15	M13
M2, M10, MC1/2	M4, MC1/2	M3, M5, M7, MC1/2, BB2	M4, M6, M7, M14	M4, M7, M10, M14, MC3/4
M2, M6		M16, MC1/2, BB2	M15	
M8	AI56	M5	M14	M5, M7
M6, MC1/2	M5	BB2	M4	
				M8
M3, M6, AI56, MC1/2	M6	M4, M7, M8, M9, M10, L2.5	M4, M6, M7, M8, M11, M14, MC3/4, DRC3/4	M3, M4, M6, M16, IS2, A&C1/2, MC3/4
		M9, M10	M15, DRC3/4	
M2	M5		M8	M10, M14
M14, M15	M12, M13	M12		M15
M8	M10, M11, M16	M4, M11, M15	M14	M5, M7, M8
M8, M9	M10, M11, M16	M11	M14	M5, M7, M8, MC1/2
M8, M9	M10, M11	M4		M8, MC1/2
M12, M13	M2	M13, MC3/4	M10, M12	
M12, M13		M13	M10, M12	
	M14		M10	M13
M13			M13	
M12, M13			M13	
	BB2		M5	
M5, MC3/4	M3, M6	M6, M8, MC3/4	M3	M11
M5, MC3/4	M3, M7	M1, M6, M8, M14, MC3/4, BB1	M3	M11
M4, M6, MC3/4	M2, M15, MC3/4	M2, M13, MC3/4	M1, M4, M12, IS2, MC1/2	M1, M6, M12
M1, M7	M1, M8	M1, M16	M2, M9	M2, M12
M1, M7	M1, M8	M1	M2, M9	M2, M12
M16		M3		

# LANGUAGE

**Specific Expectations:** Match up specific expectations to the number in the left-hand column of the chart below.

**Overall Expectation 1:** communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts

- 1.1 explore sounds, rhythms, and language structures with guidance and on their own
- 1.2 listen and respond to others for a variety of purposes
- 1.3 begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond
- 1.4 follow and provide one- and two-step directions in different contexts
- 1.5 use language in various contexts to connect new experiences with what they already know

- 1.6 use language to talk about their thinking, to reflect, and to solve problems
- 1.7 use specialized vocabulary for a variety of purposes
- 1.8 ask questions for a variety of purposes
- 1.9 describe personal experiences, using vocabulary and details appropriate to the situation
- 1.10 orally retell simple events and simple familiar stories in proper sequence
- 1.11 demonstrate 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

**Overall Expectation 2:** demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team

- 2.1 demonstrate an interest in reading
- 2.2 identify personal preferences in reading materials
- 2.3 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
- 2.4 respond to a variety of materials read aloud to them
- 2.5 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

SPECIFIC EXPECTATIONS	Unit 1 – I Am Special!	Unit 2 – Apples and Pumpkins	Unit 3 – Colours and Shapes	Unit 4 – Gingerbread Men	Unit 5 – Winter Wonderland
<b>1.1</b>	M12, L1.1, L1.5, L3.2, L4.2, AIS12	M3, L4.1	M9, M10, L1.1, L2.1, L3.1, L3.5, L4.3	M5, L1.1, L2.1, L3.5, L4.1	L1.1, L2.1, L3.1, L4.1
<b>1.2</b>	M13, L1.5, L3.2, L4.2, IS1, AIS12, DRC1/2, DRC3/4	M13, DRC1/2, DRC3/4	M2, M7, M12, L4.3, DRC1/2, DRC3/4	L4.1, IS1, IS2, AIS2, AIS7, AIS8, MC3/4, DR1/2, DRC3/4	M3, M7, M10, M11, M14, M16, L2.2, L3.2, L4.3, IS1, AIS2, DRC1/2, DRC3/4
<b>1.3</b>	IS1, DRC1/2, DRC3/4	L3.2			
<b>1.4</b>	M7, M13, M15, L1.5, L2.5, DC1/2	M5, M10, M13, AIS4, MC4	ongoing, M5, M6, IS1	ongoing, M3, M4, M5, M6, M7, M10, M12, M13, M14, M16L4.1	ongoing, M5, M14, L2.2, L2.5, AIS2, AIS4
<b>1.5</b>	M11, IS1, DC3/4, DRC1/2, DRC3/4	IS1, DRC1/2, DRC3/4		IS2, DRC1/2, DRC3/4	IS1, AIS2, AIS8, AIS9
<b>1.6</b>	M1, M3, M4, M8, M9, M10, M13, IS1, ongoing throughout all language lessons	M13, ongoing throughout all language lessons, AIS6, AIS7	ongoing throughout all language lessons, AIS7, AIS9	ongoing throughout all language lessons, DC1/2	ongoing throughout all language lessons, L3.3, L4.3 IS1
<b>1.7</b>	L4.3, AIS2	AIS6, AIS9	IS1	M7, M12, IS1, IS2, DC1/2	L1.2, L2.2, L4.3, IS1, AIS9
<b>1.8</b>	ongoing →	ongoing →	ongoing →	ongoing →	ongoing →
<b>1.9</b>	M11, M13, IS1, DRC1/2, DRC3/4	ongoing →		M16, IS2, AIS4	AIS2
<b>1.10</b>	M11		IS1	AIS2, AIS7, AIS8, AIS9, W&L1/2	M16
<b>1.11</b>	L1.2, L4.4	L2.2	L3.3, L3.5, L4.3	L3.2	L2.2, L3.3, L4.3, L4.5, W&L3/4
<b>2.1</b>	RC1/2, RC3/4, LC1/2, LC3/4	IS2, RC1/2, RC3/4	RC1/2, RC3/4, W&L1/2, W&L3/4	IS1, RC1/2, RC3/4	IS2, RC1/2, RC3/4
<b>2.2</b>	RC1/2, RC3/4	RC1/2, RC3/4	RC1/2, RC3/4	M12, IS1, RC1/2, RC3/4	RC1/2, RC3/4
<b>2.3</b>	All language lessons	All language lessons	All language lessons	All language lessons	All language lessons
<b>2.4</b>	IS1, AIS7	M3, IS2	IS1	IS1, AIS2, AIS7, AIS8	L2.5, IS2
<b>2.5</b>					IS2
<b>2.6</b>	ongoing, AIS7	ongoing →	ongoing →	ongoing, AIS7, AIS8	ongoing, IS2
<b>2.7</b>	LC1/2, LC3/4	IS1, IS2	IS1	LC1/2, LC3/4, IS1	L4.3, IS2, LC1/2, LC3/4
<b>2.8</b>	L1.2, L2.2, L3.3, L3.4, L3.5, L4.4, L4.5, AIS5, TC3/4	L1.2, L1.3, L1.4, L1.5, L2.2, L2.3, L2.5, L3.2, L3.3, L3.4, L3.5, L4.1, L4.2, L4.3, L4.4, L4.5	L1.2, L1.3, L1.4, L1.5, L2.1, L2.2, L2.4, L2.5, L3.2, L3.3, L3.4, L4.4, L4.5, W&L1/2	L1.2, L1.4, L1.5, L2.2, L2.3, L2.4, L3.2, L3.3, L3.4, L4.2, L4.3, L4.4, L4.5, IS2	L1.2, L1.3, L1.4, L1.5, L2.2, L2.3, L2.4, L3.3, L3.4, L3.5, L4.3, L4.4
<b>2.9</b>		IS2	W&L1/2	AIS2, AIS7, AIS8	IS2
<b>2.10</b>		IS2			
<b>3.1</b>	L1.2, L1.5, L2.2, L2.3, L2.4, L3.3, L3.4, L3.5, L4.3, L4.5	L1.2, L1.3, L1.4, L1.5, L2.3, L2.5, L3.2, L3.3, L3.4, L3.5, L4.2, L4.3, L4.4, L4.5	L1.2, L1.4, L1.5, L2.1, L2.2, L2.4, L2.5, L3.2, L3.3, L3.4, L4.2, L4.4, L4.5, W&L1/2	L1.3, L1.4, L1.5, L2.2, L2.3, L2.4, L3.2, L3.3, L3.4, L4.2, L4.3, L4.4, L4.5	L1.1, L1.3, L1.4, L1.5, L2.2, L2.3, L2.4, L3.3, L3.4, L3.5, L4.3, L4.4
<b>4.1</b>	WC3/4	W&L1		M13, M14	
<b>4.2</b>	L2.2, BB2		L4.2	IS, IS2, BB2	L3.3
<b>4.3</b>	IS2, AIS3, WC3/4, BB2		BB1	M13, M14, IS1, IS2, BB2	BB1, BB2
<b>4.4</b>	L4.3, IS2, AIS3, WC3/4, BB2	W&L1	BB1	M13, M14, IS1, IS2	BB1, BB2
<b>4.5</b>	AIS3, WC3/4		BB1, BB2	M13, M14, IS2	BB1, BB2
<b>4.6</b>	AIS3, IS2			IS2	BB2
<b>5.1</b>		AIS10			
<b>5.2</b>	AIS15	IS2			

- 2.6 use prior knowledge to make connections to help them understand a diverse range of materials read by and with the EL-K team
- 2.7 use illustrations to support comprehension of texts that are read by and with the EL-K team
- 2.8 demonstrate knowledge of most letters of the alphabet in different contexts
- 2.9 retell stories, in proper sequence, that have been read by and with the EL-K team, using pictures in the book and/or props
- 2.10 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

**Overall Expectation 3:** use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials

- 3.1 begin to use reading strategies to make sense of unfamiliar texts in print

**Overall Expectation 4:** communicate in writing, using strategies that are appropriate for beginners

- 4.1 demonstrate an interest in writing and choose to write in a variety of contexts
- 4.2 demonstrate an awareness that writing can convey ideas or messages
- 4.3 write simple messages, using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words
- 4.4 begin to use classroom resources to support their writing

- 4.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

- 4.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing

**Overall Expectation 5:** demonstrate a beginning understanding and critical awareness of media texts

- 5.1 begin to respond critically to animated works
- 5.2 communicate their ideas verbally and non-verbally about a variety of media materials

Unit 6 – Friendship	Unit 7 – Bears	Unit 8 – Spring is Here!	Unit 9 – On the Farm	Unit 10 – Community Helpers
L1.1, L3.2, L3.5	M4, L1.4, L1.5, L2.3	L1.5, L4.2	L2.2, L3.2, L4.4	L1.1, L2.5, L3.5
M2, M10, L2.3, L4.5, IS1, IS2, AIS5, DRC1/2, DRC3/4	M2, L3.2, L4.5, IS2, DRC1/2, DRC3/4	M2, M4, M5, L1.5, L2.5, IS1, DRC3/4	M5, L2.5, L4.5, AIS1, AIS3, AIS8, DC1/2, DC3/4, DRC3/4	M1, M2, M3, M5, L1.4, IS1, AIS1, AIS2, AIS7, DRC1/2, DRC3/4
			L3.4	
ongoing, M9, M12, M13, L4.5, IS1	ongoing, M2, M3, M4, M5, M6, M7, M12, M13	ongoing, M1, M4, LC3/4	ongoing →	ongoing →
M12, M16, L2.3, L4.5, IS1, IS2	M6, M8, IS2	M2, M4, L1.5, L2.5, IS1, DRC3/4	M9, AIS1, DC1/2, DC3/4, DRC1/2, DRC3/4	M2, M3, M8
M4, M6, M12, M15, M16, ongoing throughout all language lessons, IS2, AIS5	M2, M8, ongoing throughout all language lessons, L3.2, IS2	M2, M4, M5, ongoing throughout all language lessons, IS1, AIS4, DRC1/2	M5, ongoing throughout all language lessons, AIS1, AIS3, AIS8, DRC3/4	ongoing throughout all language lessons
M13, M16	M7, M11, L3.2, IS2	M2, M4, M9, M10, L1.2, L1.5, IS1, DRC1/2, DRC3/4	M5, M13, M16, L4.2, IS1, IS2, DC1/2, DC3/4, DRC3/4	M1, M2, M8, L2.2, L3.5, L4.2, L4.4, IS1, IS2, AIS5, DC1/2
ongoing →	ongoing →	ongoing →	ongoing →	ongoing →
M13		AIS4	M13, AIS3, AIS11, DC3/4	M11
AIS5	M9, W&L1/2	AIS4	M5, AIS8	M11
L2.2, L2.4, L3.2, L3.5	L1.4, L1.5, L2.3	L4.2	L2.2, L3.2, L4.4	L2.3
RC1/2, RC3/4	RC1/2, RC3/4	IS1, IS2, RC1/2, RC3/4	RC1/2, RC3/4	RC1/2, RC3/4
RC1/2, RC3/4	RC1/2, RC3/4	RC1/2, RC3/4	RC1/2, RC3/4	RC1/2, RC3/4
All language lessons	All language lessons	All language lessons	All language lessons	All language lessons
M16, L2.3, AIS5	M9, IS2	M4, L1.5, IS1, IS2	M5, AIS2, AIS4, AIS8, AIS13, AIS15	IS2
	IS2		M5	
ongoing, M16, L2.3	ongoing →	ongoing →	ongoing, AIS1, AIS11	ongoing →
LC1/2, LC3/4, M16	M9, L2.2, IS2	M4, L3.2, IS1, IS2, LC1/2	M5, L1.2, L1.5, AIS4, AIS8	L1.2, L3.2, IS2
L1.4, L1.5, L2.2, L2.4, L3.2, L3.3, L3.4, L4.2, L4.3, L4.4, IS2, AIS2	L1.2, L1.3, L1.4, L2.2, L2.3, L2.4, L3.2, L3.3, L3.4, L3.5, L4.2, L4.3, L4.4, AIS2	L1.2, L1.3, L2.2, L2.3, L2.4, L3.4, L3.5, L4.2, L4.4, L4.5, W&L3/4	L1.2, L1.3, L1.4, L2.2, L2.3, L2.4, L3.3, L4.2, L4.3, L4.4, W&L1/2	L1, L1.3, L2.3, L2.5, L3.2, L3.3, L3.4, L4.3, L4.4, L4.5
AIS5	M9, W&L1/2	M4, IS2, W&L1/2	M5, AIS4, AIS8	
		IS2		
L1.1, L1.1, L1.4, L1.5, L2.3, L2.4, L3.2, L3.3, L3.4, L4.2, L4.3, L4.4,	L1.2, L1.3, L1.4, L2.2, L2.3, L2.4, L3.2, L3.3, L3.4, L4.2, L4.3, L4.4	L1.2, L1.3, L2.2, L2.3, L2.4, L3.3, L3.4, L3.5, L4.2, L4.4, L4.5	L1.2, L1.3, L1.4, L1.5, L2.2, L2.3, L2.4, L3.3, L4.2, L4.3, L4.4, W&L1/2, W&L3/4	L1.2, L1.3, L2.3, L2.5, L3.2, L3.3, L3.4, L4.3, L4.4, L4.5
IS2, AIS2, AIS4, BB1, BB2	M7, W&L3/4	W&L1.2, AIS13, BB1, BB2	W&L1/2	AIS13, W&L1/2, BB1, BB2
M13, L2.3, IS1, IS2, AIS2, AIS4, BB1, BB2	M7, M13, M15, AIS2, W&L3/4, BB1, BB2	AIS13, W&L3/4, BB1, BB2	M1, M3, W&L1/2	M8, AIS13, MM11, BB1, BB2
M13, IS1, IS2, AIS2, AIS4, BB1, BB2	M7, M13, M15, AIS2, W&L3/4, BB1, BB2	AIS13, W&L3/4, BB1, BB2	M1, M13, W&L1/2, BB1, BB2	M11, AIS13, W&L1/2, BB1, BB2
M13, L1.5, IS1, IS2, AIS2, AIS4, BB1, BB2	M7, M13, M15, AIS2, W&L3/4, BB1, BB2	AIS13, W&L13/4, BB1	M1, M13, IS1, W&L1/2, BB1, BB2	M11, AIS13, W&L1/2, BB1, BB2
M13, IS2, AIS2, AIS4	M13, M15, AIS2, W&L3/4, BB1, BB2	AIS13, W&L3/4	M1, M13, W&L1/2, BB1, BB2	M8, M11, AIS13, W&L1/2, BB1, BB2
M13, IS1, IS2, AIS4	M7, M15, AIS2	AIS13	M13	M11, W&L1/2, BB1
AIS16	IS1			
AIS16	IS1			

# SCIENCE AND TECHNOLOGY

**Specific Expectations:** Match up specific expectations to the number in the left-hand column of the chart below.

**Overall Expectation 1:** demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings

- 1.1 ask questions about and describe some natural occurrences, using their own observations and representations
- 1.2 sort and classify groups of living and non-living things in their own way
- 1.3 explore patterns in the natural and built environment

**Overall Expectation 2:** conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, and communicating)

- 2.1 state problems and pose questions before and during investigations
- 2.2 make predictions and observations before and during investigations
- 2.3 select and use materials to carry out their own explorations
- 2.4 communicate results and findings from individual and group investigations

**Overall Expectation 3:** demonstrate an understanding of the natural world and the need to care for and respect the environment

- 3.1 identify similarities and differences between local environments
- 3.2 describe what would happen if something in the local environment changed
- 3.3 identify ways in which they can care for and show respect for the environment
- 3.4 participate in environmentally friendly activities in the classroom and the school yard

SPECIFIC EXPECTATIONS	Unit 1 – I am Special!	Unit 2 – Apples and Pumpkins	Unit 3 – Colours and Shapes	Unit 4 – The Gingerbread Man	Unit 5 – Winter Wonderland
1.1		IS1, IS2, DC3			IS1, AIS7, AIS9, DC1/2, DC3/4
1.2	M1, M9, M15	M8, M16, TC4	M2, M13, MC1/2		M7, MC1/2
1.3		IS1, IS2, DC3			
2.1		M6, M10	IS1, IS2		IS1, AIS8
2.2	DC1/2	M6, M10	IS1, IS2		IS1, AIS2, AIS8, AIS9
2.3		AIS6, AIS7, AIS8	IS1, AIS3, AIS4, AIS7, A&C1/2, A&C3/4, TC1/2	DC1/2	M13, AIS2, DC3/4
2.4	AIS14	M10, IS1, IS2, DC2, AIS7, AIS8	IS2	M12, IS1, DC1/2	M13, IS1, AIS2, AIS8, AIS9, DC1/2, DC3/4
3.1					
3.2					
3.3	ongoing →				
3.4	ongoing →				
4.1	ongoing →			IS2	
4.2				AIS1, AIS4, AC3/4	
4.3				AIS1, AIS4, AC3/4	AIS2
4.4			AC1/2, AC3/4	AIS1, AIS4, AC3/4	
4.5			AC1/2		



**Overall Expectation 4:** use technological problem-solving skills (questioning, planning, predicting, constructing, observing, and communicating) in free exploration, focused exploration, and guided activity

- 4.1 identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices
- 4.2 state problems and pose questions as part of the design process
- 4.3 make predictions and observations throughout the design process

- 4.4 select and use tools, equipment, and materials to construct things using the design process
- 4.5 communicate and record results and findings after constructing things either individually or in groups

Unit 6 – Friendship	Unit 7 – Bears	Unit 8 – Spring is Here!	Unit 9 – On The Farm	Unit 10 – Community Helpers
IS1	IS1, IS2, L3.2	M2, IS1, AIS2, AIS3, AIS8, DC3/4, DRC1/2, L1.4	AIS6, AIS7, AIS11	
M4, M12	M2, M15, IS1, DC1/2, MC3/4	M2, MC3/4	M1, M16, IS2, MC1/2	M1, M6, M12
	IS2, L3.2	M4, IS2, AIS2		
IS1	IS2	M4, IS1	AIS1, DC3/4	M7
IS1	IS2	M4, IS1, AIS2, DRC1/2	M14, DC3/4	M7
M13, IS1, DC1/2	DC3/4	M4	M13, DC3/4	M7, AIS14, MC1/2
IS1	M6, IS1, DC3/4	M4, IS1, AIS2, DRC1/2	M13, M14, IS1, AIS1, DC3/4	M7, M8, MC1/2
				AIS18
				AIS18
		DRC1/2		
				DC3/4
M5, M13, AIS11			M10, M13	TC1/2
M13, AIS11			M10, M13	M11, TC1/2
M5, M13, AIS11			M10, M13	M11, TC1/2
M13, AIS11				M11

# HEALTH AND PHYSICAL ACTIVITY

**Specific Expectations:** Match up specific expectations to the number in the left-hand column of the chart below.

**Overall Expectation 1:** demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being

- 1.1 begin to demonstrate an understanding of the effects of healthy, active living on the mind and body
- 1.2 investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- 1.3 practise and discuss appropriate personal hygiene that promotes personal, family, and community health

- 1.4 discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations
- 1.5 discuss what makes them happy and unhappy, and why

**Overall Expectation 2:** participate willingly in a variety of activities that require the use of both large and small muscles

- 2.1 participate actively in creative movement and other daily physical activities
- 2.2 demonstrate persistence while engaged in activities that require the use of both large and small muscles

- 2.3 demonstrate strategies for engaging in cooperative play in a variety of games and activities

**Overall Expectation 3:** develop control of large muscles (gross-motor control) in a variety of contexts

- 3.1 demonstrate spatial awareness in activities that require the use of large muscles
- 3.2 begin to demonstrate control of large muscles with and without equipment
- 3.3 begin to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement

SPECIFIC EXPECTATIONS	Unit 1 – I Am Special!	Unit 2 – Apples and Pumpkins	Unit 3 – Colours and Shapes	Unit 4 – Gingerbread Man	Unit 5 – Winter Wonderland
1.1		AIS15			
1.2		AIS15			
1.3					
1.4	IS1				
1.5	IS1				
2.1	M13		L2.5	M3, M15	M14, L2.5, L4.5, AIS1
2.2		IS1, A&C4			IS1, AIS1
2.3	DRC1/2, DRC3/4	M8, AIS4, DRC1/2, DRC3/4	DRC1/2, DRC3/4	M7, DRC1/2, DRC3/4	M14, AIS1, DRC1/2, DRC3/4
3.1				M7, L3.5	M14, L2.5, L4.5, AIS1
3.2	L2.5				
3.3					L4.5
4.1	M2, M4, M8, M11, M14, TC3/4	M4, M7, M13, M14, M16, TC 1, DC4, A&C4	M4, M5, M7, MC1/2, MC3/4	M2, M3, M8, M12, M15, MC1/2, A&C1/2, TC1/2	M3, M16, IS2, A&C3/4, TC1/2
4.2		A&C4	M11, MC1/2, MC3/4	M13, M15, MC1/2, A&C1/2	
4.3	M6, M9, M15, IS2, W&LC 3/4, BB1, BB2	IS1, W&LC1	BB1, BB2		M15

**Overall Expectation 4:** develop control of small muscles (fine-motor control) in a variety of contexts

- 4.1 begin to demonstrate control of small muscles in activities at a variety of learning centres and when using a variety of materials or equipment
- 4.2 demonstrate spatial awareness by doing activities that require the use of small muscles
- 4.3 use a functional grip in written communication to produce writing that they and others can read

Unit 6 – Friendship	Unit 7 – Bears	Unit 8 – Spring is Here!	Unit 9 – On the Farm	Unit 10 – Community Helpers
IS1				
IS1, DC3/4			AIS11	AIS2
DC3/4				M3
IS2				M3, IS2
IS2				
L2.5, L3.5, L4.5, IS1, AIS6	L1.2, L2.5, L3.2, AIS9	L2.5, AIS3, AIS6	M5, L2.5, L4.5, AIS13, AIS14	L1.4, L3.5
M13, IS1, A&C3/4		M14	M11, AIS14, W&L1/2	M2, M9, IS1
L2.5, L3.5, L4.5, AIS10, DRC1/2, DRC3/4	L2.5, DRC1/2, DRC3/4	L2.5, DRC3/4	DRC1/2, DRC3/4	L1.4, L3.5, AIS8, TC1/2, DRC1/2, DRC3/4
L2.5, L3.5, L4.5, IS1, AIS6	L1.2, L3.2	AIS6	M5, AIS13, AIS14	L1.4, L3.5, AIS8
AIS6		AIS6	AIS13, AIS14	AIS8
AIS6, TC1/2, TC3/4		AIS6	AIS13, AIS14, DRC1/2	AIS8
M5, M12, AIS3	M2, M8, M9, M14, M15, IS1, IS2, MC1/2, TC3/4	M2, M6, M8, M10, M14, M15, IS2, MC3/4	M4, M12, M15, IS2, A&C3/4, DRC1/2	M1, M6, M11, M13, IS1, AIS3, TC3/4, A&C1/2
M15, AIS3	M10, M14, MC1/2	M6, M8	M9,13	M11, A&C1/2
M16, IS1, IS2, W&L3/4, BB1, BB2	M15	M4, M11, M14, IS1, W&L3/4, MC1/2, BB1, BB2	M1	M11, W&L1/2, BB1, BB2

# THE ARTS

**Specific Expectations:** Match up specific expectations to the number in the left-hand column of the chart below.

## DRAMA AND DANCE

**Overall Expectation D1:** demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance

- D1.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance
- D1.2 explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways

**Overall Expectation D2:** demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance-related activities

- D2.1 explore different elements of drama and dance

**Overall Expectation D3:** use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others

- D3.1 use problem-solving skills and their imagination to create drama and dance
- D3.2 dramatize rhymes, stories, legends, and folk takes form various cultures, including their own

**Overall Expectation D4:** express responses to a variety of forms of drama and dance, including those from other cultures

- D4.1 express their responses to drama and dance

## MUSIC

**Overall Expectation M1:** demonstrate an awareness of themselves as musicians through engaging in music activities

- M1.1 demonstrate an awareness of personal interests and a sense of accomplishment in music
- M1.2 explore a variety of tools and materials on their own choice to create music in familiar and new ways

**Overall Expectation M2:** demonstrate basic knowledge and skills gained through exposure to music and music activities

- M2.1 explore different elements of music

**Overall Expectation M3:** use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others

- M3.1 use problem-solving skills and their imagination to create music

SPECIFIC EXPECTATIONS	Unit 1 – I Am Special!	Unit 2 – Apples and Pumpkins	Unit 3 – Colours and Shapes	Unit 4 – Gingerbread Man	Unit 5 – Winter Wonderland
D1.1	L3.2, DRC1/2, DRC3/4	DRC1, DRC2, DRC3, DRC4	DRC1/2, DRC3/4	L3.5, AIS8, DRC3/4	L2.5, L4.5, DRC1/2, DRC3/4
D1.2		DRC1, DRC2, DRC3, DRC4	L2.5, DRC1/2, DRC3/4	AIS8, DRC3/4	L2.5, DRC1/2, DRC3/4
D2.1			DRC1/2	AIS8, DRC3/4	L2.5, L4.5
D3.1			L2.5	L3.5, AIS8, DRC3/4	L2.5, L4.5
D3.2				AIS8, DRC3/4	L3.2, L4.5
D4.1				AIS8	L2.5, L4.5
M1.1	L1.5				L4.5
M1.2			L3.5	M2, L3.5	L4.5
M2.1			L3.5	L3.5	L4.5
M3.1					
M4.1					
M4.2			L4.5		
M5.1			L4.3	M5, L3.5	L2.1, L2.5, L3.2
V1.1	AC1/2, AC3/4, AIS3, BB1, BB2	M13, BB1, BB2	M11, BB1, BB2	IS1, AIS1, BB1, BB2	A&C1/2, A&C3/4, BB1, BB2
V2.1	AC3/4, TC1/2	AC1, TC1, TC2	M11, A&C1/2	AIS1, A&C3/4	AIS3, AIS4, AIS10, DC3/4
V2.2	AIS11	AC3	M11, IS1, AIS4, TC3/4, AC3/4, DC3/4	TC1/2	A&C3/4, DC3/4, TC1/2
V3.1	AIS14		DRC1/2		AIS10
V4.1	AIS14		DRC 1/2		AIS4, A&C3/4
V4.2			DRC1/2		A&C3/4
V5.1			DRC1/2	IS1, IS2	

**Overall Expectation M4:** express responses to a variety of forms of music, including those from other cultures

- M4.1 express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form
- M4.2 respond to music from various cultures, including their own

**Overall Expectation M5:** communicate their ideas through music

- M5.1 communicate their ideas about something through sounds, rhythms, and music

### VISUAL ARTS

**Overall Expectation V1:** demonstrate an awareness of themselves as artists through engaging in activities in visual arts

- V1.1 demonstrate an awareness of personal interests and a sense of accomplishment in visual arts

**Overall Expectation V2:** demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts

- V2.1 explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways
- V2.2 explore different elements of design in visual arts

**Overall Expectation V3:** use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others

- V3.1 use problem-solving skills and their imagination to create visual art forms

**Overall Expectation V4:** express responses to a variety of visual art forms, including those from other cultures

- V4.1 express their responses to visual art forms by making connections to their own experiences or by talking about the form

- V4.2 respond to a variety of visual art forms from various cultures, including their own

**Overall Expectation V5:** communicate their ideas through various visual art forms

- V5.1 communicate their understanding of something by representing their ideas and feelings through visual art

Unit 6 – Friendship	Unit 7 – Bears	Unit 8 – Spring is Here!	Unit 9 – On the Farm	Unit 10 – Community Helpers
L2.5, L3.5, L4.5, AIS9, DRC1/2, DRC3/4	L1.2, L2.5, L3.2, L4.5, AIS3	AIS6, L2.5	M5, L2.5, L3.4, L4.5, AIS9, AIS13, AIS16	L1.4, L3.5, DRC1/2, DRC3/4
AIS9, DRC1/2, DRC3/4	DRC1/2, DRC3/4	AIS6, DRC3/4	DRC3/4, AIS9	DRC1/2, DRC3/4
L2., AIS9	L2.5, AIS3	AIS6, DRC3/4	M5, L3.4, L4.5, AIS9, AIS16	L3.5
L2.5, L3.5, L4.5, AIS9	L1.5, L2.5, L3.5, L4.5	L4.2, L4.3, AIS6, DRC3/4	M5, L3.4, L4.5, AIS9, AIS16, DRC1/2, DRC3/4	L3.5, AIS9
L2.5, L3.5, L4.5	L2.5, L3.2, L4.5, W&L1/2	L2.5, L4.3	M5, L2.5, L3.4, L4.5, AIS9	L3.5, DRC1/2, DRC3/4
L2.5, L3.5, L4.5, AIS9	L2.5, L4.5	AIS6	M5, L3.4, AIS9, AIS16	L1.4, L3.5
L3.5	L1.5			
L3.5	L1.5			
	L1.5			
	M3			
		AIS6	AIS13	
AIS9		AIS6	AIS13, AIS16	
AIS9	M3	AIS6, L1.1, L2.5	L2.5, L3.4, L4.5, AIS13, AIS16	L1.1, L1.4
M5, IS2, A&C3/4, BB1, BB2	AIS4, BB1, BB2	LC3/4, BB1, BB2	M10, M13, BB1, BB2	M11, AIS1, A&C3/4, BB1, BB2
M5, AIS2, A&C3/4	AIS4, AIS7		M10, M13, A&C1/2	M11, IS1, AIS1, A&C3/4
M13, TC3/4, DC1/2	AIS1	AIS1	M10, M13, A&C1/2	M11, AIS1, TC3/4
M13			M10, M13	AIS1
IS2			M13	AIS1
			M10, M13	AIS16
IS2	AIS7		M10, M13	M11, IS1, AIS1

# PERSONAL AND SOCIAL DEVELOPMENT

**Specific Expectations:** Match up specific expectations to the number in the left-hand column of the chart below.

## SOCIAL DEVELOPMENT

**Overall Expectation 1:** identify and use social skills in play and other contexts

- SD1.1 act and talk with peers and adults by expressing and accepting positive messages
- SD1.2 demonstrate the ability to take turns in activities and discussions
- SD1.3 demonstrate an awareness of ways of making and keeping friends

**Overall Expectation 2:** demonstrate an ability to use problem-solving skills in a variety of social contexts

- SD2.1 use a variety of simple strategies to solve social problems

**Overall Expectation 3:** demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community

- SD3.1 develop empathy for others, and acknowledge and respond to each other's feelings

- SD3.2 demonstrate respect and consideration for individual differences and alternative points of view
- SD3.3 talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others

## EMOTIONAL DEVELOPMENT

**Overall Expectation 1:** demonstrate a sense of identity and a positive self-image

- ED1.1 recognize personal interests, strengths, and accomplishments

## Personal and Social Development – Addressing Expectations

The Personal and Social Development Expectations as laid out in the Ontario Curriculum are not expectations that can be introduced and covered in a specific lesson. These expectations are lifelong learning behaviours developed and refined in a classroom atmosphere that encourages trust, fosters a love for learning, and nurtures positive self-concepts of every student.

Listed below are a number of strategies to encourage the personal and social development of all students in your classroom. The expectations are broken down into three main headings: classroom environment, communicating with students, and learning opportunities.

### Classroom Environment

- Provide a welcoming, warm, safe environment.
  - How?
    - Print students' names on cubbies.
    - Display children's work on the walls.
    - Have "personal" references on the walls (e.g., birthday chart, photographs of students working in the classroom, pictures of students from home as they celebrate special occasions with their family).
    - Have a daily agenda posted in a visible spot, and review the agenda so students know what to expect throughout the day.
    - Have a large, open area where the students can meet together (if possible, have this area located near a natural light source).

- Be sure to have the room arranged in a manner that allows "classroom traffic" to flow freely from one area to the next (e.g., centre to centre).
- Place items of interest at the students' eye level.
- Keep materials at learning centres and working tables organized, easily accessible, and inviting. Students should be able to arrive at a centre and start the task without (or with minimal) adult intervention.
- Ensure that the classroom is arranged in a manner that children with mobility issues have access to all areas of the classroom

### Communicating with Students

- Build a trusting, positive climate through verbal and nonverbal communication.
  - How?
    - Smile!
    - Support and praise acceptable behaviour.
    - Spend time modelling appropriate actions and behaviours.
    - Bend down or stoop to students' eye level when speaking with them.
    - Use nonverbal clues so that students know you are interested in what they have to say (e.g., smile, nod your head, give the thumbs-up signal).
    - Use a quiet, calm voice. Loud voices often intimidate young children.
    - Be consistent.
    - Stop what you are doing and give students your attention when they wish to speak to you.

SPECIFIC EXPECTATIONS		Unit 1 – I Am Special!	Unit 2 – Apples and Pumpkins	Unit 3 – Colours and Shapes	Unit 4 – Gingerbread Man	Unit 5 – Winter Wonderland
SD1.1	ongoing					
SD1.2	ongoing	M14, MC1/2, DRC1/2, DRC3/4	DRC1/2, DRC3/4	DRC1/2, DRC3/4		IS2, DRC1/2, DRC3/4
SD1.3	ongoing		DRC1/2, DRC3/4	DRC1/2, DRC3/4		DRC1/2, DRC3/4
SD2.1	ongoing	M16, IS1				
SD3.1	ongoing	IS1				
SD3.2	ongoing					
SD3.3		AI S16				IS2
ED1.1	ongoing	L2.5, IS2, BB2				
ED1.2	ongoing		M4, M13			
ED1.3	ongoing					IS2
ED2.1	ongoing	observe independence during morning arrival routine, also when choosing activity centres	observe independence during morning arrival routine, also when choosing activity centres	observe independence during morning arrival routine, also when choosing activity centres	observe independence during morning arrival routine, also when choosing activity centres	observe independence during morning arrival routine, also when choosing activity centres
ED2.2	ongoing	M12, L3.2, L4.2				L2.1, 2.5, L4.5
ED2.3	ongoing	All learning centres	All learning centres			L4.5
ED2.4	ongoing	M14, M16, DRC1/2, DRC3/4				M14, L2.5, DRC1/2, DRC3/4
ED2.5	ongoing	M4, M7, M13, M14, M15, M16, L2.5, L3.2, L4.2, MC1/2, DRC1/2, DRC3/4	DRC1/2	DRC1/2, DRC3/4		M14, L2.5, L4.5
ED3.1						
ED3.2						
ED3.3						

- ED1.2 identify and talk about their own interests and preferences
- ED1.3 express their thoughts and share experiences

**Overall Expectation 2:** demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities

- ED2.1 demonstrate self-reliance and a sense of responsibility
- ED2.2 demonstrate a willingness to try new activities

- ED2.3 demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks
- ED2.4 begin to demonstrate self-control and adapt behaviour to different contexts within the school environment
- ED2.5 interact cooperatively with others in classroom events and activities

**Overall Expectation 3:** demonstrate an awareness of their surroundings

- ED3.1 recognize people in their community and talk about what they do
- ED3.2 recognize places and buildings within their community, both natural and human-made, and talk about their functions
- ED3.3 develop an awareness of ways in which people adapt to the places in which they live

- Provide time for daily reflection.
- Deal with inappropriate behaviour quickly and consistently. (e.g., Steer students away from an inappropriate or undesirable behaviour – direct them to another centre, encourage them to work with a different partner or independently. State, in positive terms, what you would like to see happen rather than what you do not want to see happen. Have logical and consistent consequences for unwanted behaviours.)
- Demonstrate an interest in students' feelings (model for students how to use "I messages" to express how they are feeling).

### Learning Opportunities

- Provide opportunities for students to develop personal and social development skills.
  - How?
    - Allow students to make choices and demonstrate responsibility.
    - Provide support and assistance when necessary.
    - Encourage and recognize independence.
    - Engage students in the process of learning.
    - Provide opportunities for students to be successful and recognize their own strengths.
    - Create a variety of learning experiences (large group, small group, partners, individual).
    - Provide numerous opportunities for students to communicate and cooperate with others (e.g., learning centres, small and large group activities).

- Rotate "helper" roles within the class, so every student has a chance to perform specific tasks (e.g., take the attendance down to the office, hold the door for the class).
- Encourage positive social behaviours (e.g., sharing, cooperation, assisting others).

### Reporting

When reporting on students' achievements of the personal and social development skills, it is important to remember the following:

- Students have a diverse range of needs, experiences, and abilities when they enter kindergarten. Therefore, the rate at which students adapt to the kindergarten atmosphere will vary. It is important to evaluate students on their individual progress, rather than comparing them to their peers.
- Assessment and evaluation should be ongoing throughout the year.
- Anecdotal records of students' actions and behaviours should be recorded on a regular basis in order to provide an accurate and true picture that reflects the students' personal and social achievements.
- Anecdotal records should be taken in a variety of settings and during different times of the school day to reflect the whole child.

### Final Thoughts

Perhaps the most important role of any teacher is to provide a warm, supportive, inclusive classroom where students feel comfortable and safe. This, in turn, will encourage the development of positive self-concepts, resulting in more successful learners later in life.

Unit 6 – Friendship	Unit 7 – Bears	Unit 8 – Spring is Here!	Unit 9 – On the Farm	Unit 10 – Community Helpers
BB1				
DRC1/2, DRC3/4	M8, M11	DRC1/2, DRC3/4	DRC1/2, DRC3/4	TC1/2, DRC1/2, DRC3/4
DRC1/2, DRC3/4, BB1, BB2	M14			M13
				observe during large and small group activities, during "centre" time, and on the playground
IS2		ongoing – What to look for: tells an adult when another child is hurt/sick/upset, role-play emotions with dolls and puppets		
BB2		ongoing →		L2.2, BB2
	M8			M3, AIS11, AIS12, BB1
	M8, M15		M9, DC1/2, DC3/4	M2, BB1
IS2		M2, IS1		IS2
observe independence during morning arrival routine, also when choosing activity centres	observe independence during morning arrival routine, also when choosing activity centres	ongoing – What to look for: separates willingly from parents when they arrive at school, make choices and decisions on their own, take care of personal belongings, know when to seek assistance, know how to get materials they need	observe independence during morning arrival routine, also when choosing activity centres	observe independence during morning arrival routine, also when choosing activity centres
L2.5, L3.5, L4.5	M8, L1.5, L4.5		DRC1/2	L1.4, L3.5
				M11, L3.5
DRC1/2, DRC3/4	M11, L4.5		DC3/4, DRC1/2	
DRC1/2, DRC3/4	M8, M11, L4.5	DRC1/2, DRC3/4	DC1/2, DC3/4, DRC1/2, DRC3/4	M8, TC1/2
		DRC1/2		M1, M6, M9, M10, M11, M15, M16, L1.2, L1.5, L2.2, L2.5, L4.2, IS1, W&L3/4, TC1/2, BB2
				M5, M6, M7, M8, M9, M10, M11, AIS17
				AIS15



## About the Author

### Joni Bowman

Joni Bowman, BA, M.Ed., MCDTA, is a former elementary school teacher who has taught all subjects in the primary and junior divisions in regular, gifted, and special education programs. As co-author of the Hands-On Science and Technology, Hands-On Social Studies, and Hands-On Mathematics programs, she is committed to providing active and engaging learning experiences for students. Since 2003, her focus has been on creating developmentally appropriate, activity-based programs for Pre-K and Kindergarten students with her business, Springboard for Learning. Joni resides in Burlington, Ontario, with her supportive husband and three inspirational daughters.



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