

**A Framework for Kindergarten
In
Catholic Schools**

In God's Image - A Primary Foundation



**Catholic Curriculum Corporation
Central and Western Regions**

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A Framework for Kindergarten in Catholic Schools

In God's Image - A Primary Foundation

Forward

Our Mission and Purpose

The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

Mission Statement

Building and sustaining the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

Message from the Executive Director

On behalf of the Catholic Curriculum Corporation, I would like to invite educators to review and use this rich Kindergarten resource. The writers have made every effort to ensure it aligns with current Ministry documents, while examining it with the lens of the Catholic learner.

Based on the “In God’s Image” Religion program, A Framework for Kindergarten in Catholic Schools provides a wealth of information, offering suggestions in the areas of developmental practices, entry to school, building a welcoming learning environment, assessment & evaluation and more. The planning examples and templates provide a rich reference document for teachers.

The Catholic Curriculum Corporation would like to thank Carol Bryden and the St. Clair CDSB writers, as well as the reviewers from Halton CDSB. Certainly, their exemplary work has brought to reality the development of this faith-filled Kindergarten resource.

G.A. Blake,
Executive Director

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The Toronto Catholic District School Board
The St. Clair Catholic District School Board

Section 1

Background for Teachers

CURRICULUM IN CATHOLIC SCHOOLS

Catholic schools have the unique educational purpose of presenting a Catholic world view to their students.

A Catholic world view is a way of looking at the world through a Catholic Church lens. This world view is derived from Catholic Church teachings, scripture and Catholic Church traditions. These teachings, scripture and traditions form the basis of what is taught in Catholic schools.

A Catholic world view is infused into Catholic Curriculum when writers combine Ontario Catholic School Graduate Expectations and Ontario Ministry of Education expectations for a specific subject to create resources for teachers to use in Catholic classrooms.

The perspective of the Catholic Church permeates all of the content that teachers present in each subject area. Teachers make the students aware of the Church's position during lessons, discussions, and other curriculum activities. The integration of our faith into all aspects of our curriculum, demonstrates the oneness of ourselves, our world and God's vision for us.

While following Ministry's curriculum expectations for Kindergarten, Catholic curriculum is developed from the following foundational elements:

- *Scripture and Catholic Church Teaching,*
- *Curriculum Support for Catholic Schools,*
- *The Ontario Catholic School Graduate Expectations*
- *Education for All*
- *Educating the Soul*

These resources embody and proclaim the philosophy and distinctiveness of Catholic curriculum.

In our classrooms, both teachers and students need to be able to articulate a Catholic world view. The challenge for writers of Catholic curriculum is to ensure that the Catholic world view is explicitly evident in their writing if they are to produce support resources that teachers can use with confidence that they reflect Catholic Church teachings.

Writing Catholic Curriculum: A Course for Writers of Catholic Curriculum CCC, 2006, p 7-8

The Catholic Curriculum Corporation recognizes the need for a framework to assist Junior and Senior Kindergarten teachers in preparing a program that is developmentally appropriate, incorporates the expectations from *The Ontario Kindergarten Program 2006 - Revised* and recognizes the potential for the spiritual growth of the child.

In 1991, the Conference of Catholic Bishops published the Kindergarten program *In God's Image*. This program is part of the *Born in the Spirit* series for students in Kindergarten through Grade 8.

A Framework for Kindergarten in Catholic Schools is an attempt to highlight the **appropriateness and continued currency of the *In God's Image*** for four and five year old students, and to recognize and **highlight the connections to *The Ontario Kindergarten Program 2006 - Revised***. This framework demonstrates how the **activities found *In God's Image* are relevant and can be used to meet many of the expectations** in the *Ontario Kindergarten Program 2006 - Revised*.

The first years of school are critical in preparing young students to enjoy their school years and to become life long learners. The committee encourages all kindergarten teachers to reference the *Best Start Expert Panel on Early Learning 2006 – Early Learning for Every Child Today - A Framework for Ontario Childhood Settings*. This report contains valuable information for every kindergarten teacher. Of particular value is the Continuum of Development which describes the five domains of human development – social, emotional, communication and language literacy, cognition and physical. Essential skills within each domain are listed. A list of indicators of normal development followed by appropriate interactions describes each of these skills. This continuum is arranged to describe the development of infants, toddlers, preschool/kindergarten and young school aged children. This report can provide valuable information to the teacher in planning and delivering a well rounded program for students.

Early Learning for Every Child Today - A Framework for Ontario Childhood Settings can be accessed at:

http://www.children.gov.on.ca/NR/CS/Publications/en_elf.pdf



Physical, Intellectual, Social, Emotional and Spiritual Development

Children develop in several domains as they grow and mature. Each of these domains is interrelated. As a child grows and develops intellectually, they also develop socially, emotionally and spiritually. Because of this relationship, it is important that the teacher focus on each of these domains in preparing programs for students. As children grow and mature, they pass through defined stages of development in each area and each of these stages builds on previous abilities. However it is important to realize that not all children move at the same pace, and most kindergarten classrooms may have children at several stages of development. It is important that our expectations for students are not so rigid that there is no room for attention to individual needs.

In order for optimal learning to occur, students must be engaged in positive experiences that enhance their sense of self and provide opportunities to proceed toward greater complexities. For example, children given the opportunity to practice large motor skills such as jumping, running, skipping, at a young age are more likely to acquire more sophisticated physical skills as they grow.

Children who are introduced to the person of God at a young age are more likely to pray, practice their faith and develop and mature spiritually. The school setting attempts to build on the foundation which has begun at home.

Children can contribute to their own learning through exploration and manipulation of their surroundings. They will construct meaning in their world by observing and mimicking what they see, by trying and failing and trying again. Every new experience assists the child in expanding their knowledge of their world.

Children's play is an extremely important building block in each area of the child's development. It provides the context for the child to practice what he has learned and test his/her own new ideas. It is a safe and appropriate way for a child to experiment with feelings and emotions.

Children learn best when they feel safe in their surroundings and in the community of the classroom. They must feel valued as a person and as a member of the group and they must know that their needs will be met.

For further details: *Early Learning for Every Child Today - A Framework Ontario Childhood Settings, Preschool Kindergarten p 38 and School Aged p 50* or access the website:

http://www.children.gov.on.ca/NR/CS/Publications/en_elf.pdf



Using a Framework for Kindergarten in Catholic Schools

Teachers may choose to use the Program Planning Guide Section 5 and the planning templates Section 11, found in this document, as a foundation for organizing their program for Junior and Senior Kindergarten. **However, this framework is not meant to be a prescriptive description of a Kindergarten Program but rather samples of possible approaches to planning.** The lessons and activities were chosen to highlight the Catholic Themes and Essential Question described in the *Catholic Curriculum Maps - Core Map for Kindergarten, Catholic Curriculum Corporation, 2007* (Appendix 3). These lessons and activities will also assist teachers in preparing students to develop the knowledge, skills and attitudes described in the *Catholic Graduate Expectations, Institute for Catholic Education, 1998*. Teachers are encouraged to develop their own plans attending to the unique needs and strengths of their own class, while accessing materials & resources in their school.

Neither the authors of *In God's Image* or the *Ontario Kindergarten Program 2006 - Revised* chose to describe lessons or expectations solely for Junior or Senior Kindergarten students. Because the social, emotional and academic development of students at 4 and 5 years old can span a wide range, the authors of this framework chose not to delineate lessons for either grade. Teachers should feel free to choose the lessons that are most appropriate for students in their classrooms. There are sufficient activities in the Planning Guide and additional lessons in the religion program to select in multiple years. Teachers should not be overly concerned about repeating some lessons in a second year. Indeed, children at such a young age may well feel very comfortable and more confident taking part in an activity they have already experienced.

It is not expected that the activities outlined in the Planning Guide will be a stand alone means of preparing students for further learning. Teachers must choose sufficient lessons in all subject areas to complete a program rich in language and math experiences that fulfils the mandate of the Ministry of Education. In using the lessons and activities described in the religion program, teachers can be confident that they are preparing their students for a deeper understanding of their place in creation and their relationship to God. Teachers can also be confident that these activities do have rich curriculum content that compliments the *Ontario Kindergarten Program 2006 - Revised*.

Some specific examples of content and strategies are cited in *A Framework for Kindergarten In Catholic Schools* document to expand the reader's understanding of the framework. However, it is important to note that this document is not meant to provide instructional pedagogy or methodology to teachers in curriculum for kindergarten, but rather some specific examples of how to approach the planning of content and strategies. Teachers should refer to Ontario Ministry documents, local board guidelines and current educational publications for detailed information about curriculum topics and instructional methodology. Please refer to the resources in Section 9 for additional references.

Components of *In God's Image* Kindergarten Program

- Catechist's Manual
- Music Cassette/CD
- Story Apron, Puppet and Starter Sheets
- Posters conveniently packaged in a durable multi-purpose container.

The **Catechist's Manual** is a flexible and adaptable resource that comes in a three-ring binder. It contains over 150 activities in 33 themes. The recommended resources section is packed full of black line masters, a bibliography of children's literature, a family component and much more!

Themes are divided into eight modules:

- Me
- Earth Times
- Church Times
- Special Days
- Community
- Plants
- Animals
- Changes

Music

- 18 musical selections written specifically for four- and five-year-olds
- words and music and instrumental music only

The Story Apron and Hand Puppet are excellent ways to introduce a new theme, art activity, movement, song or story. They provide a focus for the children and help to spark their interest. **Starter Sheets** consist of full-colour cut-out figures to be used with the story apron and puppet.

Posters

A collection of 12 posters in vibrant colours provides focal points for theme development and entry points into the mysteries of God's world.

Individual items from the program can be ordered from:

Canadian Conference of Catholic Bishops

2500 Don Reid Drive

Ottawa Ontario

K1H 2J2

(613) 241-9461

(613) 241-9048



Guiding Principles for the Catholic Kindergarten Classroom

In a nurturing and supportive Catholic Kindergarten classroom...

1. All children are accepted as loving beings from God.

As Catholics we believe we are created in the image of God. Each of us was created as a unique individual with a unique set of gifts and talents, and each of us has the potential to develop and express these gifts and talents in positive ways for the common good.

2. Connections between home, parish, community and school are recognized, encouraged, valued and respected.

Parents and teachers have similar goals for the children in their care – the well being and success of the child. A positive partnership between the home, school, community and parish can nurture and support that goal.

3. The teacher is a nurturing, loving, reflective, flexible role model who:

- *Builds a positive relationship with every child*
- *Projects the image of a trustworthy friend to all children*
- *Projects the image of protector of all children*
- *Incorporates current and up to date practices in programming*
- *Participates in professional development opportunities*
- *Uses *In God's Image* and the Ontario Kindergarten Program Revised 2006 in program planning*
- *Is a positive role model demonstrating Christian values*

Adapted from the Ontario College of Teachers, Standards of Practice

4. Children are treated with respect and with sensitivity to their cultural background and other factors that influence the individuality of the child

- *Each child wants to attend and looks forward to coming to school everyday*
- *There is a common respect for each person and their belongings*
- *The home culture of the child is supported and where appropriate, incorporated into the classroom culture in order to promote a sense of acceptance, belonging and continuity*

5. Consistency, a sense of routine, spontaneity, flexibility and a safe environment where children will feel encouraged to take risks and put forth ideas is provided

This is exemplified by:

- *Providing a balance of experiences –*
 - *active and quiet time*
 - *large group, small group and individual activities*
 - *indoor and outdoor play*
 - *self-directed and teacher- directed activities (modeling and demonstrating)*

- *An inviting, comforting, accepting, welcoming, supportive and safe classroom including a stimulating and comfortable gathering space for children to share, learn, and talk*
- *Resources, materials and programming that supports the needs and interests of the children*
- *The opportunity for children to work at different centres to support their different areas of interest*
- *Sufficient materials and space available for every child*
- *Routines and management of materials are organized and clearly defined so students can manage independently*

6. Materials that are supportive of curriculum, and centres that are well stocked with resources and manipulatives are provided

- *There are materials and resources to support the physical, intellectual, social, emotional and spiritual needs of students*
- *Children have access to the appropriate tools and equipment they need to learn*

7. It is recognized that all children learn at their own pace, and teaching and learning opportunities and activities enable children to work at their individual level of development

- *Lessons, activities and learning centres provide a variety of entry points to support each student's level of development*
- *Uses the Ontario Education for All – the Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6 in program planning*

8. Higher level thinking and problem solving is encouraged through exploration and inquiry allowing children to build new knowledge through directed and independent activities

- *In teacher-directed activities, children should be stimulated to create and solve problems, to think and respond critically*

9. Learning is assessed on an on-going basis and next steps are introduced in a timely manner

- *Constructive feedback is necessary for on-going learning to occur. Children need opportunities to practice what they learn in meaningful, functional and purposeful ways, and to be challenged to extend their learning*

10. Communication between the teacher and parents is personal, positive and timely.

- *Collaboratively the partners set goals for the success and well being of the children*
- *The teacher, parent and other educational partners, plan and take appropriate action for the ongoing success of each student*

Section 2

Considerations for Developmentally Appropriate Practice for JK - SK

In God's Image affirms the child in all areas of their growth, and celebrates the wonder of childhood as a trace of God. The metaphor 'a trace of God' is used throughout the resource to express how the activities, growth and very being of the child are gifts and reminders of God. *In God's Image* nurtures the faith of four and five year olds as they discover themselves in the traces of goodness and beauty of God.

In God's Image tries to find as many ways of celebrating God's creation through as many senses as possible – art activities, music, movement, and guided imagery activities, books, storytelling and puppetry. Students are invited to explore and celebrate how their lives are filled with traces of God's presence and blessings. They are involved in the celebration of the Christian story as it unfolds throughout the year. They gain an understanding of their membership in the community and a sense of belonging through the support and comfort of others as a trace of God.

Children develop at different rates and in different ways. Each child is unique and has individual needs. Some children will benefit more from one type of teaching strategy than another; some may need more time than others, and/or additional resources, to achieve the learning expectations. In addition the diverse cultural and linguistic realities of the children contribute to variations in the ways in which they develop and demonstrate their learning. Children therefore need opportunities to learn in an appropriate manner and at an appropriate time in their development, and need to be given learning experiences that are within the range of things they can do with and without guidance (in their "zone for proximal development").

The Kindergarten Program Revised 2006, Ministry of Education, p 2

Section 3

Entry to School

For the young child and their family, beginning school is a major event. It is important that we, as educators, provide initial experiences that are positive and welcoming. Continuity from the home situation to the school can help the child view the school as an extension of familiar activities, relationships and interests. The goal of an entry to school process is to allow the child and their parent(s) or guardian(s) to be introduced to the school environment on an informal basis and to begin the establishment of the partnership between school and home. It helps the child adjust more quickly to the school setting, enjoy learning, and develop a positive attitude towards education.

PLEASE NOTE: Most boards and many schools have an Entry to School plan with specific procedures for this process. Please check with your school principal to assure you are following the correct procedure for your board.

Entry to school represents a major threshold in a child's life. It marks an important transition into the formal education system at a critical age in early child development. Whether the child has remained at home until starting school or has participated in preschool programs, planning for entry to school can support his or her long-term success. It can have a positive influence on a child's lifelong attitude towards school and on the child's development of literacy and numeracy skills...

Studies have shown that familiarity with the expectations of the school setting helps children adjust more easily to school and reduces anxiety about starting school for both parents and children. Entry-to-school planning that includes parents in the process ensures such familiarity by building bridges between the home and the education system.

Planning Entry to School - A Resource Guide, Ministry of Education, 2005, p 4

Children's early learning experiences have a profound effect on their development. These early interactions directly affect the way connections are made in the brain. Early learning experiences are crucial to the future well-being of children, and establish the foundation for the acquisition of knowledge and skills that will affect later learning and behavior. Before they go to school, children have been learning in a variety of environments- in their homes and in childcare and community settings. Children arrive at school with different backgrounds and experiences and at different stages of development. Positive early experiences with school are of paramount importance to young children.

The Kindergarten Program Revised 2006, Ministry of Education, p 2

Guiding Principles for Entry to School

The Ministry of Education support document *Planning Entry to School A Resource Guide 2005, Principles Guiding the Planning Process* p. 7-8 outlines the five guiding principles identified as being critical to the success of the entry-to-school planning process.

The key points have been summarized below:

1. Focus on the Whole Child and the Family

- Focus on the strengths and needs of each individual child
- Emphasize the positive development of the whole child – socially, emotionally, physically, spiritually and intellectually
- Consider the child in the context of the family in order to work in partnership with family members

2. Collaboration

- Involve the sharing of information and resources among the key players (family, pre-school providers, school and board staff)

3. Sensitivity to Diversity

- Plan with sensitivity to cultural and linguistic diversity
- Respect the dignity of all individuals

4. Clear Definitions

- Defined procedures, roles, responsibilities, and timelines clearly for all partners in the transition process

5. Responsiveness

- Provide mechanisms that allow schools to respond to changes in the child's needs, family, community or resources
- Provide a range of services and support to respond to the unique and varied needs of each child in a coordinated and integrated manner

Essential Components of an Entry to School Process

- Kindergarten registration times must be accessible to meet the needs of all parents. Registration times among boards may vary. Some boards schedule registration 8 to 10 months prior to the beginning of school entry.
- Scheduling an initial informal classroom visit for parent and child provides an opportunity to establish a comfort level with the teacher and the classroom. Some boards or schools may schedule spring visits while others schedule visits in September.
- Some schools and/or boards schedule a staggered entry process during the first weeks of school in September, allowing children to come in small groups, building up to whole class entry.
- Personalize your communication plan to engage and inform parents about school entry. It is recommended that all interaction from the school be personalized and designed to develop a cooperative relationship between the school and the parents.
- Develop strategies to address the language and cultural needs of the community and the requirements of children with special needs.
- Provide information about the transportation system and arrangements (school bus safety orientation, bus schedules, bus buddies, safety patrols, etc.) for children who ride the bus, based on specific board practice.

Adapted from *Planning Entry to School A Resource Guide 2005*,
Effective Planning for All Children p 9-12

Effective Planning for Children with Special Needs

Research shows that effective entry-to-school planning for children with special needs occurs both at the community level and at the level of the individual child. School boards need to work with community partners to develop procedures that will ensure a smooth school-entry process for children with special education needs.

Planning Entry to School A Resource Guide 2005, Effective Planning for Children with Special Needs, Ministry of Education, p 13

PLEASE NOTE: Most school boards have established entry-to-school procedures and protocols for children with special needs. Please check with your school principal to assure you are following the correct procedure for your area.

The resource *Planning Entry to School A Resource Guide 2005, Effective Planning for Children with Special Needs, Ministry of Education, p13-23* provides many examples of effective practices. It provides information on the following topics:

- Planning at the Community Level
- Establishing and Maintaining Links with Community Partners
- Encouraging Parental Involvement
- Encouraging Early Notification
- Developing a Detailed Protocol
- Reviewing Entry-to-School Process
- Planning at the Level of the Individual Child
- Holding a Case Conference
- Gathering Information

In planning a Kindergarten program for children with special education needs, teachers should examine the kindergarten learning expectations and the strengths and needs of the individual child, as determined by educational and other assessments, in order to determine which of the following options is appropriate for the child:

- *no accommodations or modifications; or*
- *accommodations only; or*
- *modified learning expectations, with the possibility of accommodations*

The Kindergarten Program Revised 2006, Ministry of Education, p 25

Section 4

Building a Welcoming Learning Environment

Curriculum is often described as the content of early childhood education settings (National Research Council, 2001). It includes the organization of physical space, materials and activities that are designed to encourage learning processes, skills and the acquisition of specific information.

A planned curriculum with goals for children's learning and development impacts on the quality of early childhood settings. (Cleveland et al, 2006; Sylva et al, 2004; National research Council, 2001; Bennett, 2004: OECD, 2006). It begins with an informed understanding of what children are capable of learning and how they learn effectively. It has specific goals for children that support self-regulation (behaviour, emotion and attention), identity, social inclusion, health and well-being, language and thinking skills, and physical skills as well as the foundation knowledge and concepts needed for literacy and numeracy. It provides structure and direction for early childhood practitioners who support the development of capacities and skills while respecting a child's interests and choices. (Bennett, 2004)

A Framework for Ontario's Early Childhood Settings, December 2006, p 14

The Kindergarten Program Revised 2006, Ministry of Education p 22-23 contains some helpful guidelines focusing on the learning environment, including:

- Use of Space
- Use of Time
- Use of Resources



Organizing the Classroom

The classroom environment includes both physical and affective attributes that individually and cumulatively establish the tone or atmosphere in which teaching and learning will take place. From the first day of a class until the last, environment will quietly and potently form a line of communication from teacher to student, student to student, and student to teacher. Environment will support or deter students' quest for affirmation, contribution, power, purpose and challenge in the classroom.

Environment also will speak to the presence or absence of invitation and opportunity to each child individually and, ultimately, to the class as a whole. It will often be the first messenger of how learning will be in this place.

*Fulfilling the Promise of the Differentiated Classroom:
Strategies and Tools for Responsive Teaching, p 12*

When “setting up” a classroom, the Kindergarten teacher needs to first of all consider how to organize the equipment, materials and resources so as to provide a safe and joyful learning environment. The Kindergarten classroom lends itself naturally to differentiating instruction. This approach embraces the notion that every child is unique and has different learning needs. Careful planning is required to ensure that there is time, space, and materials so that all children can be included and engaged all the time.

Teaching in Kindergarten requires creating and managing a balance of teaching and learning experiences. These include whole group, small group and individual activities. Some activities are active; others more sedentary. Some activities are very noisy; while others are quiet. Some activities are child-directed; others are teacher-directed. Quite often, many activities are happening simultaneously.

Involving the children with organizing the room or determining “what goes where”, and by providing child-sized tools such as brooms and mops, permits the children to take ownership of their classroom. Teaching them how to return toys and materials to their proper spaces allows them the opportunity to become more and more independent as they learn to care for all the resources and materials found at their disposal. Maria Montessori called it “Meaningful Work”. Organizing, sorting, classifying are math skills that can be honed by involving everyone in tidying up and caring for the classroom environment.

“Setting the Scene”

The room should be safe and comfortable, well lit and well ventilated. Ideally, water and toilet facilities should be located within the room. Part of the room should be carpeted or covered for floor play and part of the area tiled for messy work such as sand or water play or painting. When “Setting the Scene”, consideration should be given to: Arranging Your Room, Floor Plans and Using Activity Centres.

Arranging Your Room

In arranging your room, take into account:

- **Traffic Flow:** Children need to be able to move freely from one centre to the next without interrupting other groups or being able to charge through runways. Movable shelves, or dividers can be used to delineate particular workspaces.
- **Storage and Presentation:** The materials and equipment must be presented and stored so the children can access the tools and resources independently. Are materials easily identifiable and accessible so that children can locate and return them without adult assistance? Are the shelves cluttered with materials that the children are not permitted to use? Avoid ‘storing’ materials on the shelves or counters to which the children have access. Provide labels that ‘scaffold’ learning; that is, provide text as well as pictures. (Digital cameras have made this task easy)
- **Location of Areas:** Are noisy and quiet areas separated; is the book corner and block area located away from each other? Is the ‘messy’ activity area located in close proximity to running water?
- **Size and Use of Areas:** Is there a large comfortable space where children can gather for whole group activities? Is there room enough for all the children to sit in a large circle or will you encourage them to sit wherever there is space? Are activity areas designated for small groups of children? Is there a private area for individual activities? How many children will be working in the area at one time? Will the children be seated at one large configuration of the tables or will there be several small groupings? Are there sufficient chairs for all the children to be seated at tables simultaneously? Is there room for special equipment such a wheelchair to be maneuvered throughout the room? Is there enough space to spread out with big books?

- **Space:** The amount of space in each centre needs to be large enough to accommodate the type of activity that will take place there. For example, large floor blocks require a sufficient amount of floor space for several children at once and must be located out of the areas of traffic flow.
- **Child-friendly Locates:** Are coat hooks, taps, sinks, soap dispensers, broom, and so on, located at child height? Are pictures and posters displayed where the children can see them; at their eye level? One of the goals of kindergarten is to foster independence. The children need to be able to interact safely with their environment.
- **Safety:** Are shelves, book racks, chart stands, dramatic play area furniture, puppet theatres, and so on, secured so that they will not fall over? Ensuring the health and safety of each member of the classroom, children and adult alike, is of primary concern. Regular examination of equipment, manipulatives, toys, and materials ensures that chipped, broken or damaged goods are repaired or removed. One should ensure daily emptying of the water table, frequent and regular washing of toys, tables, computers, and all manipulatives. The use of, and regular changing of, clean “play sand” ensures hygienic interactions.

Floor Plans

Just as each community is unique, so too are the classrooms and the students housed within. There is no “perfect” physical space. Your goal is to make the classroom space in which you find yourself, work for you and for the children in your care.

Sample floor plans:

<http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea1lk4-3.htm>

<http://www.emints.org/ethemes/resources/S00001368.shtml>

http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=316&Q=123896&early_childhoodNav=%7C10695%7C&pp=3

http://www.hubbardscupboard.org/room_arrangement.html

Create your own...

http://teacher.scholastic.com/tools/class_setup/

Using Activity Centres

Time spent in activity areas allow children time to:

- Develop their understanding of language through talk
- Interact with individuals and small groups, build friendships, and develop social skills
- Share with each other, exchange points of view and opinions.
- Develop creativity as they plan, monitor, revise, and reflect
- Create and solve problems, apply strategies, develop hypotheses, test and revise. Children construct new knowledge.

In activity centres the teacher provides:

- Space
- Time
- Materials
- Rules which are demonstrated through modelling
- Adult supervision, interest, and involvement

In order to maximize the benefit of each area in your classroom:

- Plan purposeful, activities that will foster the development of certain skills. For example, if you have noted that a child needs to hone fine motor skills and would profit from practice opening and closing lids, provide a variety of small containers with screw-top, pop top, and flip top lids at the water table.
- Establish clear routines, rules and expectations for each area. This requires time and effort on the teacher's part when the area is first introduced to the children. By modelling appropriate use and care of the materials and resources you can ensure a safe, smooth running area in which the children can independently explore, create, practice and hone skills. The goal is to foster independent work and play in each area whether it be returning scissors, markers or puzzles to their designated containers or space so the next child can find them, or generally keeping the classroom safe and orderly by consistently cleaning up.
- Be consistent in keeping rules. This allows the children the freedom to self-regulate and monitor their own behaviour, emotions and attention.
- Praise and recognition for appropriate and positive use of materials in an activity area encourages all the students.

Once routines and expectations are clearly understood and practiced by the students, the teacher is free to offer small group or individual instruction or assessment as needed.

Early Childhood Environment Rating Scale

Kindergarten teachers may wish to consult the *Early Childhood Environment Rating Scale (ECERS-R)* developed by Dr. Thelma Harms, Richard Clifford and Debby Cyrer.

Description: The ECERS-R is designed to assess group programs for children of preschool age (2 1/2 to 5). It is a 43-item assessment tool rating scale organized into seven environmental subscales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff. Each item has a number of quality indicators. The ECERS-R can be used in preschool, kindergarten, and child care classrooms. The original ECERS was revised to reflect changes in the early childhood field and to be more inclusive of children with disabilities and sensitive to cultural diversity.

Uses of Information: The assessment can be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs.

For further information please go to <http://www.fpg.unc.edu/~ecers/>



Which Centres Do We Need? What Do We Do There?

In God's Image is centre based. It fits comfortably into an environment where the leaning style of the young child is recognized and where adults respond to that learning style. Centres encourage initiative and promote a sense of industry while respecting the needs of each child.

In God's Image, Catechists Manual, p 24

There are many resources and professional publications in the area of early years education that list the resources and materials one could expect to find in the particular kindergarten classroom centres.

One example of this is: ***Kindergarten Teacher's Resource Book***, Miriam Trehearne, Published by Nelson Education Ltd. ©2000 ISBN-13: 9780176186623 ISBN/ISSN: 017618662X p. 285-317



Additional valuable resources may be found on the *What Are We Doing?* website which also lists some of the skills that are fostered during play in each of these areas. These skills lists can be posted in the classroom so that parents and visitors can understand the value of the centres to children's learning.

http://abcteach.com/directory/teaching_extras/classroom_signs/preschoolprimary_signs/wwad_signs/

Centres in the Classroom

The following is a list of the possible centres, key materials found there and the skills that are fostered through work and play in these areas. Teachers may set up other centres based on student interest, seasonal or school activities.

PLEASE NOTE: Materials should be changed to meet curriculum expectations, therefore, items not available for immediate use should be stored elsewhere.

The Prayer Centre: This area should be visible, functional, and accessible to the children. It is a place for gathering, or for quiet reflection. The children should be able to manipulate the resources and the objects of interest located here. Changes should reflect the liturgical seasons. Consider making the prayer table the focal point of the room.

You will need:

- A small table with red, green, white and purple table cloths to correspond with the colours of the liturgical calendar year
- Small shelf or tray for holding special materials such as a rosary or support materials found in the kit
- Crucifix
- Bible
- Candle and holder (use battery operated tea lights)
- Vase for seasonal flowers
- Picture holder for displaying special prints, and other artifacts of interest
- Liturgical calendar (optional)

The Gathering Area: A comfortable, well-lit space where all the children can gather together for whole group sharing and instruction.

You will need:

- Carpet, area rug, or mats
- Literacy cart on wheels (includes big book stand, flip chart, etc.)
- Bookshelves and bins labeled with both pictures and words
- Wall space or whiteboard for calendar, weather charts, etc.
- Pocket charts
- Overhead projector. You may consider using this as a centre (See section on Overhead Centre for further ideas)
- Large sized magnetic letters and a magnetic board for teacher to model word and letter play such as spelling children's names and other words

The Computer Centre: The activities in this centre help foster eye/hand coordination, following directions, pre-reading skills, developing math and language concepts including math skills such as patterning or sorting, as well as concepts of print and basic computer skills.

You will need:

- At least 2 computers suitable for children to use
- Include desk and appropriate sized chairs
- Headphones are optional, but recommended

The Listening Centre: Students learn to use technological equipment such as CD players or tape players. They learn to follow directions, attend to a story, work independently, and read along. Repeated reading of familiar text reinforces concepts of print and fosters a love of reading.

You will need:

- Table and chairs
- Tape player and/or CD player
- Three to four pair of headphones
- Books, tapes and/or CD's

The Math Centre: Children have the opportunity to develop language, explore, handle manipulatives, practice skills already taught, and learn new ones. They synthesize new learning, engage in conversation, investigate, count, compare, measure, sort, classify, develop and extend patterns, explore properties of shapes and problem solve.

You will need:

- Table and chairs
- Shelves
- A variety of manipulatives and containers specific to the skills or concepts you are teaching and the children are practicing

The Puzzle Centre: Children learn problem solving strategies, develop spatial awareness, hone fine motor and language skills, and develop social skills.

You will need:

- Shelves for storage and display
- Variety of puzzles, themed e.g. community helpers, numbers, alphabet, shapes
- Various sizes and number of pieces, including large floor puzzles

The Building Centre: The play or work that children engage in while in this area helps to foster gross and fine motor skills. They develop language and social skills. They learn to role play. They also develop their ability to sort, classify, plan, experiment, revise, as well as explore balance, form, and structure.

It is not necessary to have a wide variety of blocks available at all times but you need to have enough for many children to play/work simultaneously.

You will need:

- Bins and shelves for suitable presentation and storage
- Big blocks with ramps
- Smaller blocks
- Interlocking blocks e.g. Waffle blocks, Lego, Tinker toy, Duplo, etc.
- Scale models of real objects such as cars, trucks, trains, airplanes, tools, farm animals, wild animals, dinosaurs, people, etc.

The Water Area: As children engage in play in this sensory area, they develop language; socialize; explore concepts such as measuring, floating and sinking; hone fine motor and self-help skills such as pouring; develop observational skills; experiment and explore.

You will need:

- Water table with valve or some means to easily bail out the table.
- Floating toys, pumps, beakers, tubing, PVC pipe, waterwheels, measuring cups, colanders, water animals, small containers with screw top lids, clear, opaque and solid containers, plastic test tubes, eyedroppers, basters, etc.
- Storage bins for extra materials
- Rubber stool to set in middle of water bin for children to work on or rest their materials upon. e.g. When washing dolls, children need a place to rest these.

Sand Play: This is an excellent area in which to support and reinforce concepts learned in math such as creating sand clocks, exploring volume, mass, and so on. You can also draw, write, and explore textured lines by adding sticks, pine cones, various scrapers, spatulas, stones, kitchen utensils, and so on. Children develop spatial awareness as they create roads and bridges. Fine motor, language and social skills are practiced and honed in this area.

You will need:

- Sand table and storage bins
- Cars, trucks, rakes, shovels, rollers, colanders, sieves, small dishes, funnels, wheels, pipe, variety of sand toys, measuring cups, etc.

Dramatic Play Area: Imaginative play, role playing, social skills, language; these are some of the skills learned and practiced in this area. This area lends itself to the exploration of themes such as family living, community helpers as found in restaurants, train station, hospital, stores, etc. One only needs to change the props.

You will need:

- A core set of items found in most homes including fridge, stove, sink, table, chairs, telephone, dishes, pots and pans (recycle real ones), plastic food items
- Cash registers and play money
- Doll bed, dolls and clothes, dress-up clothes (both genders and multicultural)
- Storage area or containers
- A full-length mirror

The Discovery Bin or Science Table: Working and playing in this area, allows the children to explore, examine, and develop observational skills. They also develop their ability to sort, classify, plan, hypothesize, experiment, and revise.

You will need:

- A shallow table that can hold things such as magnifying glasses, sunflowers, magnets, scent or sound bottles, weights, balance scales, binoculars, flashlights, etc.
- Other interesting items that require handling
- Things brought in by the children

The Puppet Theatre: This is an excellent area in which to build language, foster social skills, retell stories, and develop imagination and creative storytelling. It is usually located in or near the reading/ book area.

You will need:

- Sturdy, freestanding puppet theatre that ideally can be transformed into storefront, television, etc.
- Puppets (themed, general, finger, stick, as well as hand puppets)

Book/ Reading Centre: Create an open, accessible, warm, and inviting space. Some books are displayed, others stored in labeled bins. Involve the children in organizing the reading area so they know where to locate favourite books. Use both text and pictures to label shelves and bins. Seasonal books not immediately available for children's use should be stored elsewhere.

You will need:

- A variety of books both fiction and non-fiction, picture and board books, magazines and chart stories, reference books and poetry books, homemade books made by or for the children, pop up books and flap books
- Large felt board and felt figures and shapes for story retelling, creating patterns, etc.
- Props such as pointers to “read the room”

Creative Area: In this area the children are free to explore, create, problem solve, choose, make decisions, discuss, plan, revise, self-express, and hone fine motor skills. They are responsible for their own choices. The emphasis should be on the process, not the product.

Be aware of issues such as using food in art (in many communities this is considered to be not only wasteful but offensive). You must also be cognizant of children's sensitivities or allergies to specific materials.

You will need:

- Shelf for display and storage of materials
- Small bins or trays with appropriate materials, resources and tools such as glue sticks, glue or mucilage, tape, paper, scissors, stamps, ink, stickers, a variety of paper in assorted textures, colours, sizes, etc.
- Paint easel and pots for paint
- Drying rack or some means to dry work so it is lying flat
- Play dough and/or play clay or other modeling materials including tools for working with this such as utensils, rollers, print making tools, trays, etc.

Writing Area: Honing fine motor skills, demonstrating knowledge of concepts of print, role-playing, developing language skills, practicing, exploring, examining, ‘deciphering’ the code.

You will need:

- Small bins or trays to hold writing tools such as pencils, paper, markers, stamps, envelopes, scissors, hole punch, tape, etc.
- Word wall (can be portable or use Velcro so the children can remove the words they need to copy)
- Magnetic boards and letters for children’s use
- White boards and markers
- Clip boards and pencils to “write the room”
- Small chalkboards and chalk and erasers
- A mailbox for each child encourages children to write to one another

Overhead Centre: Children have the opportunity to use and experiment with this tool. They talk, discuss, observe, estimate, hypothesize, create patterns, and explore colour and shape. Children thrill to see their writing and drawing enlarged and projected for all to see.

You will need:

- Overhead projector and either a screen or a white wall upon which to project their work
- A variety of overhead manipulatives for children to use independently once they have been taught how to use them
- Markers as well as clear and coloured acetate (End pieces of left-over laminate from the school laminator are very useful)

Tables and Chairs

You will need:

- At least one chair per child and a couple for adults. Ideally these can be rearranged for a variety of purposes e.g. large and small group activities
- Trapezoid shaped tables that can easily be rearranged for a variety of groupings, which are adjustable by height, are very popular

For Teacher’s Use

You will need:

- Desk or table and chair
- Secure filing cabinet/secure storage area
- Portable CD player and CD’s

Section 5

Program Planning Using *In God's Image*

Teachers may choose to use this section as a foundation for organizing their program for Junior and Senior Kindergarten. However this framework is not meant to be a prescriptive description of a Kindergarten Program. The lessons and activities highlight the Unifying Catholic Theme: Stewardship of Creation and the Essential Question: Where is God? as outlined in the *Catholic Curriculum Core Map for Kindergarten, Catholic Curriculum Corporation 2007* (See Appendix 3). These lessons and activities will also assist teachers in laying the foundation for students to develop the knowledge skills and attitudes described in the *Catholic Graduate Expectations, Institute for Catholic Education, 1998*. Teachers are encouraged to develop their own plans attending to the unique needs and strengths of their own class and accessing materials and resources available in their school.

Because the social emotional and academic development of students at 4 and 5 years old can span a wide range, the authors of this framework chose not to delineate lessons for either grade. Teachers should feel free to choose the lessons that are most appropriate for students in their classrooms. There are sufficient activities in the Planning Guide of this document, and additional lessons in the religion program to select in multiple years. Teachers should not be overly concerned about repeating some lessons in a second year. Indeed, children at such a young age may well feel very comfortable and more confident taking part in an activity they have already experienced

It is not expected that the activities outlined in the Planning Guide will be a stand alone means to preparing students for further learning. Teachers must choose sufficient lessons in all subject areas to complete a program rich in language and math experiences that fulfils the mandate of the Ministry of Education. In using the lessons and activities described in the religion program teachers can be confident that they are preparing their students for a deeper understanding of their place in creation and their relationship to God. Teachers can also be confident that these activities do have rich curriculum content which compliments *The Ontario Kindergarten Program Revised 2006*.

It is also important to note that in following the Catholic Church Liturgical Calendar, based on a three year cycle, teachers may need to adjust the pacing and placement of particular lessons.

Yearly Overview Using Modules and Themes from *In God's Image*

Month	Module	Theme
September	Me - I Belong Me - I Am	1 Come In ! Come In! p 34 - 40 2 Family Matters p 42 - 48 3 What's Your Name p 50 - 56 4 Busy Bodies p 58 - 59
October	Special Days Me - I Have Earth Times Church Times	21 Thank You God p 205 - 212 9 Do You Need It p 109 - 116 10 It's Falling p 117 - 123 14 It's Night It's Day p 149 - 156 19 Together on Sunday p 189 - 196
November	Special Days Church Times	22 Cultural Days p 214 - 215 16 Walking in the Light p 165 - 172
December	Church Times Me - I Am	16 Walking in the Light p 165 - 172 7 My Senses p 81 - 100
January	Earth Times Me - I Have Church Times	11 It's Snowing p 125-132* 7 My Senses p 81 - 100 16 Walking in the Light p 165 - 172
February	Me - I am Special Days Me I Am Community	5 All My Feelings p 65 - 72 6 See What I Can Do p 74 - 79 22 Cultural Days p 216 - 220 4 Busy Bodies p 60 25 All Hands p 237 - 244
March	Community Church Times	25 All Hands p 237 - 244 17 Lent - Easter 1 p 173 - 180 18 Lent - Easter 2 p 181 - 188
April	Earth Times Plants Animals	12 It's Growing p 133 - 140 15 Celebrate the Earth p 157 - 164 26 Trees Are Full of Life! p 245-252 28 Bugs and Crawly Things p 261 - 266
May	Plants Earth Times Special Days	27 Flowers Make My World Beautiful! p 253 - 260 13 It's Blooming p 141 - 148 23 Mother's Day - Father's Day p 221 - 228
June	Special Days Changes	23 Mother's Day - Father's Day p 221 -228 33 Goodbyes p 302

Additional Themes

* Done as the classroom environment and dynamics would require.

	Module	Theme
On-going Themes Throughout the Year	Special Days Changes Me - I Have Community	20 I Am This Many p 197 - 204 32 New Beginnings 33 Goodbyes p 302 8 Do You Like It p 101 - 108 24 Meeting New Friends p 229 - 236
Themes Driven by Student Interest	Animals	29 Pets p 269 - 276* 30 Water and Air Creatures p 277- 284* 31 Wild and Domestic Animals p 285 -292*

Monthly Themes

September Unifying Catholic Theme - Stewardship of Creation Essential Question: Where is God?	
<p><u>Essential Question for September</u> – Where is God in my family and in my self?</p> <p>In God’s Image - Description of Theme September is a month of welcome and new friendships. Children will join with other to shape themselves through play, exploration and affirmation of their capabilities as a trace of God. They will embrace and celebrate that each child belongs to a family as a trace of God. Children will affirm their identity, and appreciate the uniqueness of their body as a trace of God.</p> <p>Modules:</p> <ul style="list-style-type: none"> • Me - I Belong p 33 Come In Come In Family Matters • Me - I Am p 48 What’s Your Name? • Me - I Have p 101 	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the overall expectations</i></p> <p>Personal and Social Development A, B, F Language A ,B Mathematics A B Science A , E Health A,B,C,D Arts, A,E</p> <p>CGEs (Catholic Graduate Expectations) 1, 4, 6</p>
<p>Sample Activities from In God’s Image Theme 1 Come In! Come In! p 34 - 40</p> <p>Suggested Activities Come On In (JK) p 35 Welcome Back (SK) p 39 Here We Are Together (JK/SK) p 40</p>	<p>Specific Expectations from the Ontario Kindergarten Program * <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the specific expectations</i></p> <p>Personal and Social Development 1, 3, 14, 15 Language 2, 4, 7, 9, 14, 19 Mathematics 2, 5, 11, Health and Phys Ed 8, 10, 11 The Arts 9</p>
<p>Sample Activities from In God’s Image Theme2 Family Matters: p 42-48</p> <p>Suggested Activities Read All About Us p 42 Sticking Together p 43 Family Totem Poles p 44 Decorating the Family Tree p 45</p>	<p>Specific Expectations from the Ontario Kindergarten Program</p> <p>Personal and Social Development 5, 6, 9, 15, 16, Language 9, 16, 20, 23, 24, 25, 26, 28, 31 Mathematics 2, 5, 11, 15, 19, 25, 26, 27, 28 Science and Technology 2, 4, 6, 11, 14 Health and Phys Ed 4, 7, 8, 9, 10, 11, 12, 14, 15, 16 The Arts 1, 2, 3, 4, 6, 8, 9, 14</p>
<p>Sample Activities from In God’s Image Theme 3 What’s Your Name: p 50 - 56</p> <p>Suggested Activities Golden Names p 50 This is My Name p 52 Find a Friend p 54 A Singing Welcome p 55</p>	<p>Specific Expectations from the Kindergarten Program</p> <p>Personal and Social Development 1, 2, 6, 11, 15, 16 Language 1,3,10,12,20,21,22,23,26 Mathematics 2,6,10,11,25,26,27,28 Science and Technology 5,6,14 Health and Phys Ed 8,10,11,14,15,16 The Arts 1,2,3,6,9,11</p>

Literacy Ideas

- Put songs from the program or chants on chart paper to be used for shared reading experiences e.g. Come On In p.37
Extension: 1. Student place name cards in blank space on chart or pocket charts.
2. Cut chart into sentence strips and have children order them.
3. Cut sentence strips into words and have children order them.
- Put songs on overhead and repeat extensions.
- These chants can be collated into a personal collection for each child. These books can be used during book time or taken home to share with parents.
- Read Alouds and Shared Reading book selections can reflect these themes. Refer to back page of each theme (In God's Image) or supplement with your school collections.
- Use the children's names as a springboard to develop phonemic awareness e.g. for rhyme, upper and lower case letters, alliteration, developing word families, initial sounds and consonants and so on
- Put songs, poems, chants, and stories on tape (could be whole class) and put into listening centres
- Develop various centres using the children names eg. Spelling, Writing
- Separate word wall that includes child's photograph and name. (JK use first name SK full name)
- Place the name of the child in magnetic letters using upper and lower case on the white board these can be used to unscramble, upper and lower case letters, consonant and vowels, beginning sounds etc.

Numeracy Ideas

- Graphing using various manipulatives from bodies, cereal boxes blocks etc and different concepts eg. number of children in classroom, letters in name, family members, when is your birthday, how did you come to school, colour of hair, weather etc
- Add key math vocabulary to word wall
- Inform parents in your monthly newsletter of the key math vocabulary
- Model counting and ordinals whenever there is an opportune moment e.g. Attendance, Lining up for washroom, on circle, etc
- Make patterns with children and or their names and have them guess your pattern rule e.g. 2 girls 1 boy

Teacher Notes:

This template reflects an integrated format where Religion is treated as the foundation for all subject areas. You would probably do several of these activities throughout the day.

The suggested activities may be modified to suit classroom and individual student needs e.g. Family Tree can be done at school rather than at home

The Theme Come In Come In and What's Your Name are built upon over the school year in the morning welcoming song and routines

The preparation for some activities could differ in JK And SK classrooms – for example some JKs may use pre-cut shapes while SK' may cut their own.

Connect the Scripture Passage shared at the beginning of each theme to the activity and locate and read from the Bible. e.g. (p.49) "*I have called you by name you are mine*" *Isaiah 43:1*

It is understood that the classroom teacher would enhance or adapt the activities suggested in "In God's Image" with some from their own collection.

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Math Numeracy Connections

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

October

Unifying Catholic Theme - Stewardship of Creation

Essential Question: Where is God?

<p>Essential Question for October: Where is God when we celebrate? How is He with us? How does God provide for me?</p> <p>In God's Image - Description of Theme God provides us with everything we need. We celebrate the earth's abundance as a trace of God. October is a time for recognizing, acknowledging, giving thanks for, and celebrating the many gifts God has given us. This theme helps the children to recognize that as God's children, we have so much in common. All over the world, all people have a need for the same things: a warm safe home, a loving family, food and drink. October is also a time of seasonal change</p> <p>Modules: Special Days: Theme 21- Thank You God p. 205-212 Me- I Have: Theme 9- Do You Need It? p. 109-116 Earth Times: Theme 10- It's Falling! p. 117- 124 and Theme – 14- It's Night, It's Day! p. 151- 156 Church Times: Theme 19- Together on Sunday! p. 189- 196</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the overall expectations</i></p> <p>Personal and Social Development A, B, C D, E, F Language A, B, C, D Mathematics A, B, D, E Science A, B, C, D, E Health and Phys. Ed. A, B, C, D Arts A, B, C, D, E</p> <p>CGEs (Catholic Graduate Expectations) 1, 5, 6</p>
<p>Sample Activities from In God's Image Module: Special Days: Theme 21- Thank You God! (p. 205 – 212)</p> <p>Suggested Activities Praise and Thanksgiving Placemats (p. 207) A Word of Thanks (p. 209) A Tree of Thanks (p. 211)</p>	<p>Specific Expectations from the Kindergarten Program* <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i></p> <p>Personal and Social Development 1, 2, 3, 4, 5, 6, 11, 15 Language 2, 3, 4, 5, 6, 9, 23, 24, 25, 26, 27, 28 Mathematics 6, 11, 26, 27 Science and Technology 11, 14 Health and Phys Ed 2, 7, 14, 15, 16 the Arts 1, 2, 3, 4, 5, 8</p>
<p>Sample Activities from In God's Image Module Me- I Have: Theme 9- Do You Need It? p. 109-116 Suggested Activities Fuel Up or a Pretend Pizza Parlour p. 110-111 The Clothes Basket p. 112 A Dwelling For Me or A Model Dwelling p. 113-114 Dance a Hug p. 114</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 2, 3, 4, 5, 6, 8, 11, 15, 18, 19, 20 Language 1, 2, 3, 4, 5, 6, 9, 18 Mathematics 6, 10, 11, 18, 20, 21, 25 Science and Technology 2, 4, 5, 6, 11, 14 Health and Phys Ed 2, 8, 9, 10, 11, 12, 13, 14 The Arts 2, 3, 4, 8, 17, 19, 21, 24</p>

<p>Sample Activities from In God’s Image Module Earth Times: Theme 10- It’s Falling! p. 117- 124 and Theme – 14- It’s Night, It’s Day! p. 151- 156 Suggested Activities Fall Excursion p. 119- 120 Leaf It Here p. 120 Dance of the Leaves p.121 Harvest Treats p. 123 Shadow Dancers p.150 Now You See It, Now You Don’t! p. 153 Campfire Adventure p.154</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 2, 3, 4, 5, 6, 8, 11, 12, 15 Language 1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 22, 23, 24, 25 Mathematics 6, 10, 11, 14, 18, 24, 25 Science and Technology 1, 2, 3, 4, 8, 11 Health and Phys Ed 2, 4, 8, 9, 10, 11, 12, 13, 14, 15 The Arts 1, 2, 3, 4, 5, 6, 9, 12, 16, 17, 19, 20, 21, 24</p>
<p>Sample Activities from In God’s Image Module Church Times: Theme 19- Together on Sunday! p. 189- 196 Suggested Activities Looking Forward to Sunday p.190 Let’s Go To Church p. 194</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 1, 2, 3, 5, 6, 11, 12, 15, 17, 18 Language 2, 4, 6, 9, 10, 16, 23, 24 Health and Phys Ed 7</p>
<p><u>Literacy Ideas</u></p> <ul style="list-style-type: none"> • Write prayers, songs and/or poems on chart paper to use for shared reading e.g. “Dance of the Leaves”, page 121. • Collate all of these throughout the school year into classroom books or children’s individual books. • Present prayers, songs and or poems in pocket chart format in order to extend the activity through ordering sentences, words, etc. • Children can create their own prayers. • Record in writing the children’s directions for creating or building e.g. first, next, then, last/ finally. • Watch a video of a weather reporter as a model for Theme 9- Do You Need It? • Selecting shared reading text to enhance these themes allows the teacher to integrate more fully the components of Balanced Literacy. • In order to foster language development, try adding appropriate weather clothing such as hats, boots, mitts, or rain gear or sunglasses and sun hats to the dramatic play area or for dressing the dolls. 	
<p><u>Numeracy Ideas</u></p> <ul style="list-style-type: none"> • These activities lend themselves to many opportunities to represent mathematical ideas. Teachers can model thinking aloud, “I can draw 4 pieces of fruit and 3 vegetables”, or “How many children in our class? How many placemats will we need?” • When children are creating a pizza with play dough, you can extend this activity by encouraging the children to develop a restaurant theme in the dramatic play area and include props that will encourage writing menus, writing orders, handling a cash register with Canadian coins and so on. 	

Teacher Notes:

This template reflects an integrated format where Religion is treated as the foundation for all subject areas. You could possibly do several of these activities throughout one day.

The suggested activities may be modified to suit classroom and individual student needs.

Connect the Scripture Passage shared at the beginning of each theme to the activity and locate and read from the Bible. e.g. (p.109) *“The necessities of life are water, bread, and clothing, and also a house to assure privacy.” (Sirach 29:21)*

It is understood that the classroom teacher would enhance or adapt the activities suggested in “In God’s Image” with some ideas from his or her own collection.

Invite the Parish Priest into the school to meet the children before you visit the church or attend the school mass.

Integrating Technology

Videotape the children acting as weather reporters.

Record the children singing the songs or reciting the poems, or prayers and include these at the Listening Centre with a copy of the text. Use classroom books or individual books for Read Along.

Present prayers, songs and or poems on the overhead. Cut sentences into strips so the children can manipulate these.

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Math Numeracy Connections

November

Unifying Catholic Theme - Stewardship of Creation

Essential Question: Where is God?

<p>Essential Question for November - How does God protect me?</p> <p>In God's Image - Description of Theme Children will discover the wonder of life. To embrace that God is the Lord of the nations and protector of all peoples. Participate in the Remembrance Day Liturgy and share in the meaning of being peaceful. Children will also begin to prepare for the gift of God coming among us.</p> <p>Modules: Special Days: Theme 22- Cultural Days p. 214-215 Church Times: Theme 16- Walking In the Light p. 165-172</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i> Personal and Social Development B, C, E, F Language A, B, C, D Mathematic A, B Science B, D, E Arts A</p> <p>CGEs (Catholic Graduate Expectations) 1, 4, 5, 7</p>
<p>Sample Activities from In God's Image Module: Special Days: Theme 22-Cultural Days p. 214 – 215 Suggested Activities Peace Be With You p. 214 Remember To Be Peaceful p. 215</p>	<p>Specific Expectations from the Kindergarten Program * <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i> Personal and Social Development 4, 5, 6, 7, 11 Language 2, 5, 6, 7, 10, 14, 19 The Arts 16</p>
<p>Sample Activities from In God's Image Module Church Times: Theme 16- Walking in the light p. 165-172 Suggested Activities The Waiting Gift p. 166-167 Walking together in Advent - "ADVENT-URE" p. 167-170</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 1, 2, 3, 4, 5, 6, 7, 8, 11, 13, 15, 18 Language 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 14, 16, 18, 19, 22, 24, 25, 26 Mathematics 1, 6, 19 Science and Technology 5, 11, 14 Health and Phys Ed 9, 10, 11, 14, 15, 16 The Arts 1, 2, 6, 8, 16 Health and Phys Ed 2, 8, 9, 10, 11, 13, 14 The Arts 2, 3, 4, 8, 17, 19, 21, 24</p>
<p>Literacy Ideas</p> <ul style="list-style-type: none"> • Write prayers, songs and/or poems on chart paper to use for shared reading. • In doing shared and interactive writing activities such as morning news and message of the day, have children identify high frequency words, rhyming words, specific letters. • During shared reading or writing experiences, take every opportunity to introduce concepts of print and beginning reading strategies to the children. • Collate all of these throughout the school year into classroom or children's individual books. • Present prayers, songs and or poems in pocket chart format in order to extend the activity through ordering sentences, words, etc. • Create an advent wreath that the children can take home. Develop sequence cards that illustrate the making of the wreath and let the children put them in order. 	

- Create a prayer for each week in Advent that the children can take home and pray with their family when they light the advent candle

Numeracy Ideas

- These activities lend themselves to many opportunities to represent mathematical ideas.
- Teachers can model thinking aloud using the advent wreath, “I can draw 4 candles or 1 wreath the shape of a circle....”
- Use ordinal numbers in context with the advent wreath “...the first week we light the purple shepherd’s candle
- Introduce the students to an Advent Calendar

Teacher Notes:

This template reflects an integrated format where Religion is treated as the foundation for all subject areas. You could possibly do several of these activities throughout one day.

The suggested activities may be modified to suit classroom and individual student needs.

Connect the Scripture Passage shared at the beginning of each theme to the activity and locate and read from the bible. e.g. p.165 “*Let us walk in the light of the Lord*”(Isaiah 2:5)

It is understood that the classroom teacher would enhance or adapt the activities suggested in “In God’s Image” with some from their own collection.

Invite the Parish Priest into the school to meet the children before you attend the school mass.

Integrating Technology

Videotape the children acting as a reporter from the manger.

Record the children singing the songs or reciting the poems, or prayers and include these at the ‘Listening Centre’ with a copy of the text. Use classroom books or individual books for Read Along.

Present prayers, songs and or poems on the overhead. Cut sentences into strips so the children can manipulate these.

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Math Numeracy Connections

December

Unifying Catholic Theme - Stewardship of Creation

Essential Question: Where is God?

<p>Essential Question for December – Where is God during this season of hope? How is He with us as we prepare for Christmas?</p> <p>In God’s Image - Description of Theme Children will be invited to enter into the holy season of Advent/Christmas through story, ritual, and symbol so that God’s coming may become part of our lives. The children are part of the story of God’s becoming one of us. They too belong to God’s family.</p> <p>Module: Church Times: Theme 16- Walking In the Light p.165-172</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i></p> <p>Personal and Social Development B, C, D, E, F Language A, B,C,D Mathematic A,B Science B,D,E Health and Phys. Ed. B,C,D Arts A,B,C,E</p> <p>CGEs (Catholic Graduate Expectations) 1, 6</p>
<p>Sample Activities from In God’s Image</p> <p>Module: Church Times: Theme 16- Walking In the Light p.165-172</p> <p>Suggested Activities Footsteps To The Light p169-170 Advent Celebration p.170-171</p>	<p>Specific Expectations from the Kindergarten Program * Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</p> <p>Personal and Social Development 1, 2, 3, 4, 5, 6, 7, 8, 11, 13, 15, 18 Language 1, 2, 3, 4,5, 6, 7, 9, 10, 12, 14, 16, 18, 19, 22, 24, 25, 26 Mathematics 1, 6, 19 Science and Technology 5, 11, 14 Health and Phys Ed 9, 10, 11, 14, 15, 16 The Arts 1, 2, 6, 8, 16</p>
<p>Literacy Ideas</p> <ul style="list-style-type: none"> • Write prayers, songs and/or poems on chart paper to use for shared reading. • In doing shared and interactive writing activities such as morning news and message of the day, have children identify high frequency words, rhyming words, specific letters. • During shared reading or writing experiences, take every opportunity to introduce concepts of print and beginning reading strategies to the children. • Collate these throughout the school year into classroom books or individual student books. • Present prayers, songs and or poems in pocket chart format in order to extend the activity through ordering sentences, words, etc. • Record in writing the children’s retelling of the First Christmas e.g. first, next, then, last/ finally. • Selecting shared reading text to enhance the Christmas story from different view points e.g. Sheep, Donkey..... • Have children retell the story of the Birth of Christ using a Nativity scene for props. 	
<p>Numeracy Ideas</p> <ul style="list-style-type: none"> • Use ordinal numbers in context with the advent wreath “...the first week we light the purple shepherd’s candle • Introduce the students to an Advent Calendar • Use regular calendar activities to relate to “Jesus’ Birthday” • Relate the names of shapes used in patters for Christmas and Advent crafts – e.g. a triangle is used to make the roof of the stable 	

Teacher Notes:

This template reflects an integrated format where Religion is the foundation for all subject areas. You could possibly do several of these activities throughout one day.

The suggested activities may be modified to suit classroom and individual student needs.

- **Christmas Nativity Crafts** <http://www.first-school.ws/activities/bible/nativity1.htm>
Theme 16: A great unit in the Kindergarten program is that entitled "Church Times" where the birth and coming of Jesus is explored. The theme allows the students to enter into the holy season of Advent and Christmas. This website offers a great deal in terms of bible stories, art, music, crafts as well as links to other Nativity resources. The resources are not just for print, some are also interactive. For example, there is an on-line colouring page entitled "Jesus is Born" where students use the mouse-pad to paint a picture. I have found that students of this age have really enjoyed making Mary, Joseph and Baby Jesus puppet characters and acting out the special night when our Saviour was born. This website can be used in addition to existing resources to help Jesus become part of our lives.--Ann-Marie Plescia
- **Welcoming Baby Jesus** http://www.dltk-bible.com/guides/baby_jesus.htm
Theme 16: This website also relates to the unit celebrating Jesus' birth. It is a great tool for teachers and has many practical ideas and resources to be printed or used on-line, such as Christmas plays, prayers, songs, crafts and bulletin board or flannel board pieces. Through these supplemental resources, we as educators can help Kindergarten students delve fully into the wonder and joy of the story of Jesus' birth and bring him into our lives.
- **Preschool Education** <http://www.preschooleducation.com/art66.shtml>
Unit 22- Cultural Days. This website is an article based on how a teacher can use the Christmas theme in different ways. The site looks at celebrating diversity and meeting children's developmental needs.

Integrating Technology

Videotape the children acting as a reporter from the manger.

Record the children singing the songs or reciting the poems, or prayers and include these at the 'Listening Centre' with a copy of the text. Use classroom books or individual books for Read Along. Build a stable and figurines from various materials, for the children to use a prop to re tell the story of the First Christmas

Present prayers, songs and or poems on the overhead. Cut sentences into strips so the children can manipulate these.

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Math Numeracy Connections

January

Unifying Catholic Theme - Stewardship of Creation

Essential Question: Where is God?

<p>Essential Question for January – Where is God in creation? What gifts has He given me?</p> <p>In God’s Image - Description of Theme Children discover through observation the earth at rest in this season and the earth’s beauty and goodness as a trace of God. They will learn to explore, play with and celebrate our five wonderful senses and enhance the awareness of the 5 senses as a trace of God.</p> <p>Modules Earth Times: Theme 11 It’s Snowing p.125-132 Me I Have: Theme 7 My Senses P. 81-100</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i></p> <p>Personal and Social Development C,D,E,F Language A, B Mathematic B,D, Science A,B,D,E Health and Phys. Ed. A,B,C,D Arts A,B CGEs (Catholic Graduate Expectations) 2,3,5</p>
<p>Sample Activities from In God’s Image Module: Earth Times: Theme 11- It’s Snowing p. 125-132</p> <p>Suggested Activities Snowflake’s Gift p. 126-127 A Winter Sleep p. 170-171 Winter Dreamland p 130 An Inside Winterlude p 131</p>	<p>Specific Expectations from the Kindergarten Program * Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</p> <p>Personal and Social Development 2, 3, 5, 7, 8, 10, 11, 12, 19, 20 Language 2, 3, 4, 5, 6, 7, 8, 9, 14 Mathematics 15, 16 Science and Technology 1, 3, 4, 5, 6, 10, 13 Health and Phys Ed 4, 8, 10, The Arts 3, 4, 5, 6, 11, 12, 14, 17, 21, 22</p>
<p>Sample Activities from In God’s Image Module: Me – I Have: Theme 7- My Senses p. 81-100</p> <p>Suggested Activities Can You Hear It? p. 82 Can You See It? p. 86 Can You Smell It? p. 89 Can You Taste It? p. 93 Can You Touch It? p. 96</p>	<p>Specific Expectations from the Kindergarten Program</p> <p>Personal and Social Development 2, 3, 4, 8, 11, 12, 15, 19 Language 1, 2, 3, 4, 5, 6, 7, 9, 14, 16 Science and Technology 1, 11, 13, 15 Health and Phys Ed 1, 4, 10 The Arts 10, 11, 12</p>
<p>Literacy Ideas</p> <ul style="list-style-type: none"> • Write prayers, songs and/or poems on chart paper to use for shared reading. • In doing shared and interactive writing activities such as morning news and message of the day, have children identify high frequency words, rhyming words, specific letters. • During shared reading or writing experiences, take every opportunity to continue to develop concepts of print and beginning reading strategies to the children. Collate all of these throughout the school year into classroom books or children’s individual books. • Present prayers, songs and or poems in pocket chart format in order to extend the activity through ordering sentences, words, etc. 	

Numeracy Ideas

- These activities lend themselves to many opportunities to represent mathematical ideas.
- Teachers can model thinking aloud, model counting and ordinals whenever there is an opportune moment e.g. “First we will taste, second we will taste”, “How many children in our class like the sound of... the feel of...?”, “Let’s count the number of beats we hear.”
- Make patterns with the sounds and have children guess the pattern e.g. 2 claps one foot stomp

Teacher Notes:

This template reflects an integrated format where Religion is the foundation for all subject areas. You could possibly do several of these activities throughout one day.

The suggested activities may be modified to suit classroom and individual student needs.

Connect the Scripture Passage shared at the beginning of each theme to the activity and locate and read from the bible. e.g. *“I came that you might have life – life to the fullest.” (John 10:10)*

It is understood that the classroom teacher would enhance or adapt the activities suggested in “In God’s Image” with some from their own collection.

Invite the Parish Priest or member of the Parish Team to visit the classroom.

Integrating Technology

Record the children singing the songs or reciting the poems, or prayers and include these at the listening centre with a copy of the text. Use classroom books or individual books for Read Along. Present prayers, songs and or poems on the overhead. Cut sentences into strips so the children can manipulate these.

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Other Resources: **A to Z Teacher Stuff**
<http://www.atozteacherstuff.com/Themes>

Theme 7: My Senses. A to Z Teacher Stuff is a website that is "teacher created and designed to help teachers find on-line resources more quickly and easily". The website includes lesson plans, thematic units, teacher tips, printable pages and more. To access information from this website that would support Unit: Me, Theme 7: My Senses, click on the category 5 Senses and this will display many links to lessons and activities that are appropriate for this unit.

Math Numeracy Connections

February

Unifying Catholic Theme - Stewardship of Creation

Essential Question: Where is God?

<p>Essential Question for February – Where is God in my friendships?</p> <p>In God’s Image - Description of Theme During this month, children will continue to discover the gift of self through exploration of feelings and positive relationships as a trace of God. They will explore strategies for developing friendships with others and appreciate the talents and gifts of their classmates and family members.</p> <p>Modules: Me – I Am -All My Feelings p. 65-72 -See What I Can Do p. 74-79 -Busy Bodies p. 60</p> <p>Special Days Cultural Days p. 216-220</p> <p>Community All Hands p. 237 - 244</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i></p> <p>Personal and Social Development A, B, D, E, F Language A, B, C, D Mathematics A, B, E Science B, E Health and Physical Activity A, B, C, D Arts, A, B, E</p> <p>CGEs (Catholic Graduate Expectations) 2, 3, 6, 7</p>
<p>Sample Activities from In God’s Image Theme: All My Feelings p. 65-72</p> <p>Suggested Activities Frame A Feeling p. 66 The Dance Of The Feelings p. 67 Big Book Of Feelings p. 68 Grab Bag of Feelings p. 69 At Home With Feelings p. 71</p>	<p>Specific Expectations from the Kindergarten Program * <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i></p> <p>Personal and Social Development 4, 7, 8, 9, 11, 13, 14,15,16 Language 2, 6, 7, 8, 12, 14, 15, 20,23, 24, 25, 28 Mathematics 1, 2, 5, 25,26, 27, 28 Science and Technology 13, 15 Health and Phys Ed 4, 7, 8, 9, 11, 12, 13, 16 The Arts 1, 6, 24</p>
<p>Sample Activities from In God’s Image Theme: Special Days p. 217-220</p> <p>Suggested Activities Pancake Day Party p. 217 Send Out Some Love p. 218-220</p>	<p>Specific Expectations from the Kindergarten Program</p> <p>Personal and Social Development 2,3, 8,10,14,16 Language 14,12, 14, 20,23,24,25,26,27 Mathematics 1,2,3,4,5,13,14, 28 Science and Technology 10,11,12,15 Health and Phys Ed 2,3,8,10,14,16 The Arts 3,5,14,18,19,23,24</p>
<p>Sample Activities from In God’s Image Theme: See What I Can Do p. 74-79</p> <p>Suggested Activities: I Can Do It! p. 74 Now I Can Do It! p. 75 Obstacle Course p. 76 A Tight Squeeze p. 77 I Can Sing It p. 78</p>	<p>Specific Expectations from the Kindergarten Program</p> <p>Personal and Social Development 1, 2, 8, 10, 11, 12, 14, 15, Language 2, 3, 4, 6, 7, 10, 11, 12, 14, 15, 20, 22, 23, 24, 25, 28 Mathematics 6, 12, 14, 15, 19, 22, 28 Science and Technology 5, 6, 11, 13, 14</p>

	Health and Phys Ed 4, 8, 9, 11, 12, 13, 14, 15, 16 The Arts 3, 5, 9, 17, 22, 24
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Sample Activities from In God's Image Theme: Busy Bodies p. 60 All Hands p. 237-244 Suggested Activities: Inside Out p. 60 Who Am I p. 238 Mime A Helper p. 240 Community Centres p. 241 At Your Service! P. 242 On Location! P. 243	Specific Expectations from the Kindergarten Program Personal and Social Development 8, 10, 11, 12, 15, 17, 18 Language 2, 3, 4, 5, 6, 7, 11, 12, 13, 14, 15, 6, 17, 19, 20, 21, 23, 24, 25, 26, 27, 31 Mathematics 1, 2, 4, 5, 9, 11, 25, 26, 27, 28 Science and Technology 11, 12, 13, 14, 15 Health and Phys. Ed. 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 16 The Arts 1, 7, 10, 14, 16, 17, 18, 22, 24
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<u>Literacy Ideas</u> <ul style="list-style-type: none"> • Write prayers, songs and/or poems on chart paper to use for shared reading. • Have students follow a recipe on chart paper (squeeze dough activity p 77. This activity can be extended in the house centre where children can be encouraged to write their own recipes or create a class book of favourite recipes. • Have students contribute to a class cooperative chart (I Can Do It! p. 74) and later have them match the child's name with their contribution of what they could do. • Select other shared reading texts to enhance this theme and have students begin to experience different forms of writing such as recipe, song, story all of which convey meaning for a specific purpose. During shared reading experiences take every opportunity to introduce concepts of print and beginning reading strategies to the children. • The "Community" theme lends itself to having visitors come to the classroom and provides opportunities for the children to experiment with different forms of writing such as an invitation, a thank you card etc.

<u>Numeracy Ideas</u> <ul style="list-style-type: none"> • The activities in this theme lend themselves to having the students explore measurement and capacity. Include a variety of measurement tools such as spoons, measuring cups, bottles, etc in the water centre, sand centre, and house centre and allow the children to experiment with measurement. • Children can create their own obstacle course at the block centre or do as a cooperative activity in the gym. • Set up a "Post Office" in the classroom and have student s write letters, put stamps on them.
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Teacher Notes:

This template reflects an integrated format where Religion is the foundation for all subject areas. You would probably do several of these activities throughout the day.

The suggested activities may be modified to suit classroom and individual student needs e.g. Family Tree can be done at school rather than at home

Connect the Scripture Passage shared at the beginning of each theme to the activity and locate and read from the bible. e.g. (p.65) "*Bless the Lord oh my soul and all that is within me!*" *Psalm 103:1*

It is understood that the classroom teacher would enhance or adapt the activities suggested in "In God's Image" with some from their own collection.

NOTE: The theme "All My Feelings" provides an opportune time to present the suggested Lessons #1,2,3 for Kindergarten from the document "AIDS: A Catholic Educational Approach To HIV" approved by the Ontario Conference of Catholic Bishops.

Integrating Technology

This theme allows the children to explore technology through building obstacles courses using a variety of blocks and other materials.

Classrooms should have "Listening Centres" where children have the opportunity to manipulate a cassette player, CD player etc.

Have programs available to the children on the computer where they can build structures e.g. Drawing program such as Kid Pix etc

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Math Numeracy Connections

March

Unifying Catholic Theme - Stewardship of Creation

Essential Question: Where is God?

<p>Essential Question for March – Where is God in me? How has God made me special? In God’s Image - Description of Theme Children will join with other to shape themselves through play, exploration and affirmation of their capabilities as a trace of God. They will embrace and celebrate that each child belongs to a family as a trace of God. Children will affirm their identity, and appreciate the uniqueness of their body as a trace of God.</p> <p>Modules: Church Times 17 Lent – Easter – 1 p. 174 – 180 (During Lent) 18 Lent – Easter – 2 p. 182- 188 (After Easter) 25 All Hands p. 238 - 244</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i> Personal and Social Development A, C, D, E, F Language A, B, C, D, E Mathematics C, D, E Science and Technology C, D Health and Physical Activity A, B, C, D The Arts A, B, C, D, E</p> <p>CGEs (Catholic Graduate Expectations) 1, 2, 5</p>
<p>Sample Activities from In God’s Image Theme 17 Lent-Easter – 1 p. 174-108</p> <p>Suggested Activities Lenten Basket p. 174-175 Hearts Growing Bigger with Love p. 176 Wait and See p. 178 Our Caring Tree p. 178 Palms Up p. 179</p>	<p>Specific Expectations from the Kindergarten Program * <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i> Personal and Social Development 2, 3, 4, 6, 7, 11, 14, 15, Language 2, 3, 6, 9, 14, 15, 23, Mathematics 6, 11, Science and Technology 1, 3, 11, Health and Phys Ed 2, 8, 9, 14,15 The Arts 1, 3, 15, 18</p>
<p>Sample Activities from In God’s Image Theme18 Lent-Easter 2: p. 182-188</p> <p>Suggested Activities Easter Basket p. 182-185 Alleluia Party p. 185 New Life p. 187 Easter Tree p. 187-188</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 2, 3, 11, 15, 16, Language 2, 3, 6, 10, 14, 15, 19, 28, 30, 31 Mathematics 11, 17, 22, 25, Science and Technology 1, 3, 11, Health and Phys Ed 2, 11, 14, The Arts 1, 3, 8, 9, 14, 15,</p>
<p>Sample Activities from In God’s Image Theme 25 All Hands p. 238 - 244</p> <p>Suggested Activities Who Am I ? p. 238 – 239 Mime a Helper p. 240 Community Centres p. 241 At Your Service p. 242 On Location p. 243</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 1, 2, 3, 4, 5, 12, 13, 14, 15, 17, 18 Language 2, 3, 4, 5, 6, 7, 14, 15, 16, 19, 23, 24, 25, 26, Mathematics 11, 25, 26, 27 Science and Technology 11, 12, 15 Health and Phys Ed 3, 7, 15, 16 The Arts 2, 3, 5, 8, 17, 18, 21, 22,</p>

Literacy Ideas

- Put Lent and Easter songs or chants or rhymes and poems about community helpers on chart paper to be used for shared reading experiences
- In doing shared and interactive writing activities such as morning news and message of the day, have children identify high frequency words, rhyming words, specific letters.
- During shared reading or writing experiences, take every opportunity to introduce concepts of print and beginning reading strategies to the children.
- Create a shared reading story with the class after the visit of the community helper
Extension: Cut chart into sentence strips and have children order them. Cut sentence strips about Lent/Easter into words and have children order them.
- Put songs on overhead and repeat extensions.
- These chants can be collated into a personal collection for each child. These books can be used during book time or taken home to share with parents.
- Record student responses to Lent and Easter Helping Hands themes on chart paper
- Read Alouds and Shared Reading book selections can reflect these themes. Refer to back page of each theme (In God's Image) or supplement with your school collections.
- Use the Lent, Easter and Community Helper vocabulary as a springboard to develop phonemic awareness e.g. for rhyme, upper and lower case letters, alliteration, developing word families, initial sounds and consonants and so on
- Put songs, poems, chants, and stories on tape (could be whole class) and put into listening centres
- Develop various centres on the Lent/ Easter , Helping Hands Themes using appropriate vocabulary e.g. Spelling, Writing
- Create Lent/Easter Community Helper word wall that includes pictures

Numeracy Ideas

- Graphing using various objects such as. Easter eggs , tools etc
- Add key math vocabulary to word wall
- Inform parents in your monthly newsletter of the key math vocabulary
- Model counting and ordinals whenever there is an opportune moment e.g. Easter / Community Helper themes
- Have students make patterns with Lent/ Easter related objects and have them guess your pattern rule e.g. 2 eggs 1 rabbit
- Have the children express which helper they would like to be and graph their responses

Teacher Notes:

This template reflects an integrated format where Religion is the foundation for all subject areas. You would probably do several of these activities throughout the day.

The suggested activities may be modified to suit classroom and individual student needs.

The Lessons Lenten Basket and Easter Basket can be built upon over the season in the morning welcoming song and routines.

The preparation for some activities could differ in JK And SK classrooms – for example some JK's may use pre-cut shapes while SK's may cut their own.

Connect the Scripture Passage shared at the beginning of each theme to the activity and locate and read from the bible.

It is understood that the classroom teacher would enhance or adapt the activities suggested in "In God's Image" with some from their own collection.

***We are an Easter People. The Easter Season begins on Easter Sunday and the celebration of new life opens the door for emphasizing the importance of the Resurrection.**

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Math Numeracy Connections

April

Unifying Catholic Theme - Stewardship of Creation

Essential Question: Where is God?

<p>Essential Question for April – Where is God in nature?</p> <p>In God’s Image - Description of Theme During this month, students will grow in appreciation for the gift of life as a trace of God through the exploration of plants, animals, water and air. They will discover some of the cycles of nature and signs of life as a gift from God. They will begin to recognize the need to care for God’s creation</p> <p>Modules: Earth Times: Theme 12- It’s Growing! p. 133-140 , Theme 15 Celebrate the Earth p. 157 – 164 Plants: Theme 26- Trees Are Full of Life! p. 245-252 Animals: Theme 28 - Bugs and Crawly Things p. 261 – 266</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i> Personal and Social Development A, B, C D, E, F Language A, B, C, D, E Mathematics A, B, D, E Science A, B, C, D, E Health and Phys. Ed. A, B, C, D Arts A, B</p> <p>CGEs (Catholic Graduate Expectations) 1, 3, 4, 7</p>
<p>Sample Activities from In God’s Image Module: Earth Times: Theme 12- It’s Growing! p. 133-140 Theme 15 Celebrate the Earth p. 157 – 164 Suggested Activities Dripdrop Butterflies or Coloured Raindrops p. 134 A Thirsty Veggie p. 135 Earth Movers p. 137 / Earthy Hands p. 158 Toss Me A Circle p. 139 Blow Me A Bubble p. 140 Wonderful Wet Water p. 159 Amazing Air p. 160 Kindergarten Psalms p. 153</p>	<p>Specific Expectations from the Kindergarten Program * Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations Personal and Social Development: 1, 2, 3, 7, 8, 9, 11, 14, 15, 19 Language : 1,2, 3, 5, 6, 7, 8, 14, 16, 19, 20, 21, 22, 23, 24, 25, 27 Mathematics: 2, 6, 11, 13, 14, 15, 23, 24, 25, 26, 27 Science and Technology 1, 2, 3, 4, 6, 8, 9, 11 Health and Phys Ed 8, 9, 10, 11, 12, 13, 14, 15, 16 The Arts 1, 2, 3, 5, 20, 24</p>
<p>Sample Activities from In God’s Image Module: Plants: Theme 26- Trees Are Full of Life! p. 245-252 Suggested Activities Explore A Tree OR Seasonal Trees p. 246- 247 The Evergreens p. 248 The Giving Tree p. 249 Animals Need Trees p. 251</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 14, 15 Language : 2, 3, 4, 5, 6, 7, 9, 14, 20, 21, 22, 24, 25 Mathematics: 2, 6, 11, 13, 15, 22, 25, 26, 27 Science and Technology 1, 2, 3, 4, 8 Health and Phys Ed 6, 8, 10, 11 The Arts 1, 2, 3, 8, 17, 18, 21, 22, 24</p>

<p>Sample Activities from In God's Image Module: Animals: Theme 28 - Bugs and Crawly Things p. 261 – 266 Suggested Activities A Welcome For Bugs p. 262 Is Anyone Living Here? p. 265</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 2, 3, 5, 6, 9, 11, 12,15 Language 1, 2, 3, 4, 5, 7, 9, 10, 15, 16, 23, 24, 25, 27 Mathematics 11, 13 Science and Technology 1, 3, 4, 6, 8 The Arts 2, 3, 4</p>
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- Literacy Ideas**
- Write the prayers, songs and/or poems in each theme on chart paper to use for shared reading.
 - In doing shared and interactive writing activities such as morning news and message of the day, have children identify high frequency words, rhyming words, specific letters.
 - During shared reading or writing experiences, take every opportunity to develop concepts of print and beginning reading strategies to the children.
 - Present prayers, songs and or poems in pocket chart format in order to extend the activity through ordering sentences, words, etc.
 - Record in writing the children's directions for creating butterflies or raindrops in the first theme listed, e.g. first, next, then, last/ finally.
 - Record in writing the lifecycle of the butterfly, i.e. Birth to two weeks old, two to four weeks old, etc. Add children's drawings to illustrate the development of the butterfly. Provide opportunities for the children to experiment with their drawing and instructions at the writing centre.
 - Read Alouds and Shared Reading book selections can reflect these themes. Refer to back page of each theme (In God's Image) or supplement with your school collections.
 - Selecting shared reading text to enhance these themes allows the teacher to integrate more fully the components of Balanced Literacy.

- Numeracy Ideas**
- The activities in this theme lend themselves to having the students explore various mathematical ideas, such as, measurement and capacity, patterning, collection of data and data relationships. Include a variety of measurement tools such as measuring cups, plastic cups, measuring spoons, etc in all the various centres in your classroom, such as the house centre, the water table and the sand table.
 - Allow the children to experiment and explore the concepts of measurement and patterning throughout the day.
 - Graph various aspects of your lessons, i.e. Theme 12 – It's Growing – Lesson b, "A Thirsty Veggie", measure and graph the height of the beans growing in the cup with water and compare it to the beans growing in the cup without water.
 - Extend the graphing to your daily message, such as a daily graphing activity. Such questions may be, "What is your favourite colour, how do you get to school, what is your favourite food?," etc. Provide opportunities for the children to see various forms of graphing, i.e. horizontal bar graph, vertical bar graph, line graph, etc. and allow them to colour and create the graph during circle activities.
 - Have graphing activities available during activity time for the children to make their own graphs.

Teacher Notes:

This template reflects an integrated format where Religion is the foundation for all subject areas. You could possibly do several of these activities throughout one day.

The suggested activities may be modified to suit classroom and individual student needs.

Connect the Scripture Passage shared at the beginning of each theme to the activity and locate and read from the bible. e.g. (p.133) *“Bless the Lord all that grows in the ground. Sing praise to Him and highly exalt Him forever.” (Daniel 3:46)*

It is understood that the classroom teacher would enhance or adapt the activities suggested in “In God’s Image” with some from their own collection.

Invite the Parish Priest or a Parish Team Member into your classroom to celebrate the gift of spring.

Integrating Technology

Record the children singing the songs or reciting the poems, or prayers and include these at the ‘Listening Centre’ with a copy of the text. Use classroom books or individual books for Read Along.

Present prayers, songs and or poems on the overhead. Cut sentences into strips so the children can manipulate these.

Use this website as a resource to enhance your graphing activities:

<http://www.abc123kindergarten.com/graphmka2001.html>

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Math Numeracy Connections

May

Unifying Catholic Theme - Stewardship of Creation

Essential Question: Where is God?

<p>Essential Question for May – Where is God in my family? How are my parents a gift from God?</p> <p>In God’s Image - Description of Theme During this month, students will continue the appreciation for new life and the natural world as a trace of God. They will also celebrate the gift of their Mother and see their mother as an expression of God’s love for them. They will continue to develop their understanding of Stewardship for creation.</p> <p>Modules: Plants: Theme 27 Flowers Make My World Beautiful! p 253 – 260 Special Days: Theme 23 Mother’s Day – Father’s Day p 221 – 228 Earth Times: 13 It’s Blooming p 141 – 148</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i> Personal and Social Development A,B,C,D,E,F Language A, B, C, D, E Mathematics A, B, D, E Science A, B, C, D, E, Health and Phys. Ed. A, B Arts A, B, C, E</p> <p>CGEs (Catholic Graduate Expectations) 2, 3, 6</p>
<p>Sample Activities from In God’s Image Module: Plants: Theme 27 Flowers Make My World Beautiful! p 253 – 260 Suggested Activities Plant a Bulb p. 254 Wildflowers are Beautiful p. 258 Flowers Decorate My World p. 259</p>	<p>Specific Expectations from the Kindergarten Program * Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations Personal and Social Development 1, 2, 3, 5, 6, 8, 9, 11, 13, 14, 15 Language 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 14, 15, 16, 17, 19, 23, 24, 25, 30, 31 Mathematics 1, 4, 6, 11, 13, 15 Science and Technology 1,3, 4, 5, 6, 8, The Arts 1, 2, 3, 4, 8, 9, 20, 21</p>
<p>Sample Activities from In God’s Image Module Special Days: Theme 23 Mother’s Day – Father’s Day p 221 – 228 Suggested Activities Love Blooms p. 222 combined with Swirl Wrap p. 223 Bake a Cake p. 225 I Like It When You ... p. 226</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 1, 2, 3, 5, 6, 8, 9, 11, 13, 14, 15 Language 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 16,18, 23, 24, 25, 26, 27 Mathematics 11, 13, 14, 15 Science and Technology 1, 3, 4, 5, 6, 13 Health and Phys Ed 2, 16 The Arts 1, 2, 3, 6, 9, 20, 24</p>
<p>Sample Activities from In God’s Image Module Earth Times: 13 It’s Blooming p 141 – 148 Suggested Activities Go Fly a Kite / Puff a Cloud p. 144 Strike a Pose p. 146</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 1, 2, 3, 5, 6, 8, 9, 11, 13, 14, 15 Language 2, 3, 4, 5, 6,7, 9, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 Mathematics 10, 11, 23, 24 Science and Technology 1, 4, 5, 6</p>

Literacy Ideas

- Write prayers, songs and/or poems on chart paper to use for shared reading.
- In doing shared and interactive writing activities such as morning news and message of the day, have children identify high frequency words, rhyming words, specific letters.
- During shared reading or writing experiences, take every opportunity to introduce concepts of print and beginning reading strategies to the children.
- Collate all of these throughout the school year into classroom books or individual books.
- Present prayers, songs and or poems in pocket chart format in order to extend the activity through ordering sentences, words, etc.
- Record in writing the directions for planting a bulb/seed in the first theme listed, e.g. first, next, then, last/ finally. Illustrate the seeds growing into plants.
- Set up a “Post Office” in the writing centre and have students write letters, address them, put stamps on them and mail them.
- Set up a word wall in the centre that shows a variety of letter-writing words, i.e. dear, love, Happy Mother’s Day, etc.
- Select shared reading text to enhance these themes allows the teacher to integrate more fully the components of Balanced Literacy.
- Ask your librarian to help you in choosing various books related to these themes as a supplement to your classroom library.
- Using Lesson C as a guide, create a classroom book, “I Spy With My Little Eye”, signs of spring, things in the classroom, or various other ideas of interest of the children.
- Read Alouds and Shared Reading book selections can reflect these themes. Refer to back page of each theme (In God’s Image) or supplement with your school collections.

Numeracy Ideas

- These activities lend themselves to many opportunities for representing mathematical ideas. Teachers can model thinking aloud, “I need 2 cm of soil in the cup for my seed to grow”, or “How many cakes do we need to make?”
- When children are creating a cake with play dough, you can extend this activity by encouraging the children to develop a bakery in the dramatic play area / house centre and include props that will encourage writing recipes, measuring, taking orders, handling a cash register.

Teacher Notes:

This template reflects an integrated format where Religion is the foundation for all subject areas. You could possibly do several of these activities throughout one day.

Connect the Scripture Passage at the beginning of each theme to the activity and locate and read from the Bible e.g. (p.222) *“Those who respect their mothers are like those who lay up treasure. Those who honour their fathers will have joy in their own children.” (Sirach 3:4-5)*

It is understood that the classroom teacher would enhance or adapt the activities suggested in “In God’s Image” with some from their own collection.

Invite the Parish Priest or a Parish Team member into the your class to celebrate Mother’s Day

Integrating Technology

Record the children singing the songs or reciting the poems, or prayers and include these at the listening centre with a copy of the text. Use classroom books for Read Along.

Present prayers, songs and or poems on the overhead. Cut sentences into strips to manipulate.

Present the video, “The Magic School Bus – Plant a Seed” & watch how a seed grows into a plant.

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Math Numeracy Connections

June

Unifying Catholic Theme - Stewardship of Creation

Essential Question: Where is God?

<p>Essential Question for June – Where is God in summer? How is God with me always?</p> <p>In God's Image -Description of Theme Children will create expressions of love for their father and explore their relationship to God as their Father. They will deal with their feelings as the school year comes to an end and anticipate the exciting new year that will begin in September. They will understand the positive signs of completing a year of kindergarten and an appreciation for the friendships they have made as a trace of God.</p> <p>Modules:</p> <p>Special Days: Theme 23 Mother's Day – Father's Day p 221 – 228</p> <p>Earth Times: Theme: 13 It's Blooming p 141-48</p> <p>Changes: Theme 33 Goodbyes p 302</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i></p> <p>Personal and Social Development A,B,C,D,E,F</p> <p>Language A, B, C, D, E,</p> <p>Mathematics A, B, D</p> <p>Science A, B, C</p> <p>Health and Phys. Ed. A</p> <p>Arts A, B, E</p> <p>CGEs (Catholic Graduate Expectations) 2, 6, 7</p>
<p>Sample Activities from In God's Image Module:</p> <p>Special Days: Theme 23 Mothers Day – Father's Day p 221 – 228</p> <p>Suggested Activities I Like It When You p.226</p>	<p>Specific Expectations from the Kindergarten Program* Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</p> <p>Personal and Social Development 1, 2, 3, 4, 5, 8, 11, 14, 15</p> <p>Language 2, 3, 4, 5, 6, 7, 8, 9, 12, 14, 16, 23, 24, 25, 26, 27, 28</p> <p>Mathematics 11</p> <p>Health and Phys Ed 16</p> <p>The Arts 1, 2, 6, 8, 9, 11</p>
<p>Sample Activities from In God's Image Module</p> <p>Earth Times: Theme: 13 It's Blooming p.141-148</p> <p>Suggested Activities Summer's Here, Hooray p.142 Summer Picnic p.145</p>	<p>Specific Expectations from the Kindergarten Program</p> <p>Personal and Social Development 1, 2, 3, 4, 5, 8, 11, 14, 15</p> <p>Language 1, 2, 3, 4, 5, 7, 8, 9,14, 16,25</p> <p>Mathematics 6,11</p> <p>Health and Phys Ed 8, 9, 10, 11, 12, 13, 14, 15</p> <p>The Arts: 1, 2, 3, 4, 5, 6, 7, 8, 9, 16</p>
<p>Sample Activities from In God's Image Module</p> <p>Changes: Theme 33 Goodbyes p. 302</p> <p>Suggested Activities Memories are Forever p.302 Working It Out In Play p.305</p>	<p>Specific Expectations from the Kindergarten Program</p> <p>Personal and Social Development 1, 2, 3, 4, 5, 8, 11, 14, 15</p> <p>Language 2, 3, 4, 5, 7, 8, 9 ,12, 13, 14, 20, 21, 22,</p> <p>Mathematics 11</p> <p>Science and Technology 1</p> <p>Health and Phys Ed 8, 9, 10, 11, 12, 13, 14, 15</p> <p>The Arts: 1, 6, 8, 22, 23, 24</p>

Literacy Ideas

- Write prayers, songs and/or poems on chart paper to use for shared reading.
- In doing shared and interactive writing activities such as morning news and message of the day, have children identify high frequency words, rhyming words, specific letters.
- During shared reading or writing experiences, take every opportunity to develop concepts of print and beginning reading strategies to the children.
- Present prayers, songs and or poems in pocket chart format in order to extend the activity through ordering sentences, words, etc. Cut sentences into strips so the children can manipulate these.
- Set up a “Post Office” in the writing centre and have children write letters, address them, put stamps on them using stickers and mail them in your classroom mailbox.
- Set up a word wall in the centre that shows a variety of letter-writing words, i.e. dear, love, Happy Father’s Day, etc.
- Selecting shared reading text to enhance these themes allows the teacher to integrate more fully the components of Balanced Literacy.

Numeracy Ideas

- The activities in these themes can lend themselves opportunities to represent mathematical ideas. The teacher can model references to ordinal numbers when children are in turn-taking situations, “First Daniel has a turn, second is Lucas, third is Robert”, etc.

Teacher Notes:

This template reflects an integrated format where Religion is the foundation for all subject areas. You could possibly do several of these activities throughout one day.

The suggested activities may be modified to suit classroom and individual student needs.

Connect the Scripture Passage shared at the beginning of each theme to the activity and locate and read from the bible. E.g. (p.302) *“Do not let your hearts be troubled. Believe in God, also believe in me.” (John 14:1)*

It is understood that the classroom teacher would enhance or adapt the activities suggested in “In God’s Image” with some from their own collection.

Invite the Parish Priest into the classroom for a final blessing to end the school year and for a safe and healthy summer holiday.

Plan an appropriate year-end celebration according to the needs of your children. Invite parents, grandparents, friends to celebrate the end of their special year.

Integrating Technology

Record the children singing the songs or reciting the poems, or prayers and include these at the listening centre with a copy of the text. Use classroom books or individual books for Read Along. Present prayers, songs and or poems on the overhead. Cut sentences into strips so the children can manipulate these.

Produce a year end slide show with pictures taken throughout the year

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Math Numeracy Connections

On-Going Themes throughout the Year
Unifying Catholic Theme - Stewardship of Creation
Essential Question: Where is God?

<p>Essential Question – Where is God when my world changes?</p> <p>In God’s Image - Description of Themes These themes celebrate student birthdays, as well as acknowledge family changes including moving homes, divorce, births, or deaths. These are reoccurring events that are often unexpected but that need to be dealt with immediately and at any time throughout the year. Children must have their feelings, questions and concerns acknowledged and honoured.</p> <p>Modules: Special Days: Theme 20- I Am This Many p. 197-204 Changes: Theme 32- New Beginnings p.293- 300 Theme 33 Goodbyes p.301 - 308 Me- I Have: Theme 8- Do You Like It? p. 101-108 Community: Theme 24 Meeting New Friends p 229 - 236</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i></p> <p>Personal and Social Development A, B, C, D, E, F Language A, B, C, D Mathematics A, B, E Science A, C, E Health and Phys. Ed. A, B, C, D Arts A, B, C, E</p> <p>CGEs (Catholic Graduate Expectations) 1, 2, 3, 5, 6, 7</p>
<p>Sample Activities from In God’s Image Module: Special Days: Theme 20- I Am This Many p. 197-204</p> <p>Suggested Activities The Big Birthday Bag p.198 Birthday Song Dance! p.201 Birthday Blessings! p.202</p>	<p>Specific Expectations from the Kindergarten Program * <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i></p> <p>Personal and Social Development 1, 2, 4, 5, 11, 14, 15, 16 Language 1, 2, 3, 4, 5, 6, 9, 12, 13, 14, 16 Mathematics 1, 2, 6, 11, 26, 27 Science and Technology 3, 11 Health and Phys Ed 7, 8, 9, 10, 11 The Arts 17, 22, 24</p>
<p>Sample Activities from In God’s Image Module Changes: Theme 32- New Beginnings p.293- 300 Theme 33 Goodbyes p.301 - 308</p> <p>Suggested Activities On The Move p. 295 Saying Goodbye to a Friend or Newcomer to Our Group. p.296-297 A New Baby in Our House p. 298 Alive In Our Hearts p.303 My Art Remembers p. 304</p>	<p>Specific Expectations from the Kindergarten Program</p> <p>Personal and Social Development 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 19 Language 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 23, 24, 25,26, 27, 28 Mathematics Science and Technology 1, 11 Health and Phys Ed 7, 9, 10, 11, 14, 15, 16 The Arts 1, 2, 3, 4, 5, 6, 8</p>

<p>Sample Activities from In God’s Image Module Me- I Have: Theme 8- Do You Like It? p. 101-108 Suggested Activities Oh, What Will I Do? p. 102 Sound It Out! p. 103 Colour My World? p. 105</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 Language 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 Health and Phys Ed 4, 5, 7 The Arts 17, 18, 19, 20, 21, 22, 23, 24</p>
<p>Sample Activities from In God’s Image Module Community: Theme 24- Meeting New Friends p.229-236 Suggested Activities School Safari or Parish Safari p.231 A Milky Way of Stars! p.234-235</p>	<p>Specific Expectations from the Kindergarten Program Personal and Social Development 3, 4, 5, 11, 12, 15, 17, 18 Language 2, 3, 4, 5, 6, 7, 9, 10 Mathematics 22 Health and Phys Ed 2, 7</p>
<p><u>Literacy Ideas</u></p> <ul style="list-style-type: none"> • In Birthday Bag, Theme 20, include a selection of titles about birthdays and let the birthday child select the text of their choice to be read aloud to the group or to be taken home and enjoyed with an adult there. • There are many fine children’s books available that deal with these sensitive issues of change such as moving homes, family separation, divorce, births, or deaths. Work with your school librarian to ensure you have a selection of this material to share with your students or perhaps recommend to a family that needs support during transitional times. • Write prayers, songs and/or poems on chart paper to use for shared reading. • Collate all of these throughout the school year into classroom books or children’s individual books. • Present prayers, songs and or poems in pocket chart format in order to extend the activity through ordering sentences, words, etc. • Using these examples as “writing frames” children can create their own prayers. • Of course, children love to send and receive cards for any occasion. You can model making cards by creating them with the whole class. At the writing centre, you can include a mini word wall with card greetings or phrases such as Happy Birthday, I am sorry, Goodbye, Welcome, Dear, Sincerely, etc. • Selecting shared reading text to enhance these themes allows the teacher to integrate more fully the components of Balanced Literacy 	
<p><u>Numeracy Ideas</u></p> <ul style="list-style-type: none"> • These activities lend themselves to many opportunities to represent mathematical ideas. “How many children have a birthday this month? How many are 5 year old?” Graph and compare information. • Teachers can model thinking aloud, “Emily is 6 years old today. She is one year older than Amy.” 	

Teacher Notes:

Once the idea of problem solving through role playing is established as in Theme 8, “Do You Like It?” activity, “Oh, What Will I Do?” these skills can be practiced and applied in a variety of situations.

The activity in Theme 8, “Do You Like It?” called “Sound It Out!” encourages children to express their personal likes and dislikes. This process could be extended so as to be used in whole group decision making situations, or in games of Hide and Seek. For example, participants shake instruments louder as the “seeker” gets closer to the hidden object, softer as the “seeker” moves further away.

Visualization or guided imagery, as found in the activity “Colour My World”, can be used as a powerful tool to promote problem solving, planning, relaxation and other activities.

Shared Reading*

**Examples and suggestions to be added as teachers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Math Numeracy Connections

Themes Driven By Student Interest
Unifying Catholic Theme - Stewardship of Creation
Essential Question: Where is God?

<p>Essential Question – Where is God in the creation of animals?</p> <p>In God’s Image - Description of Theme This theme should be completed when classroom interests warrant. They will discuss the gift of animal life and learn ways to appreciate that gift through the care of a pet. <i>Note teachers should check local board policy regarding animals in the classroom.</i></p> <p>Modules: Animals p 261-292</p>	<p>Overall Expectations <i>Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</i></p> <p>Personal and Social Development C, E Language A, B, C, D, E Mathematics A, E Science and Technology A,C, E, Health and Physical Activity A, B,C,D Arts, B,C,E CGEs (Catholic Graduate Expectations) 1, 4, 6</p>
<p>Sample Activities from In God’s Image Theme 29: Pets p.269-276</p> <p>Suggested Activities Pet Call p. 270 Pet Helper p. 271 Pet Week p. 272-273 Print A Pet p. 274 Pet Care p. 275</p>	<p>Specific Expectations from the Kindergarten Program * Please refer to the Ontario Kindergarten Program 2006 for detailed descriptions of the expectations</p> <p>Personal and Social Development 8, 10, 11, 12, 15 Language 2, 4, 5, 7, 14, 15, 16 ,18, 20, 27, 28, 29, 30, 31 Mathematics 1, 2, 26, 27,2 8 Science and Technology 8, 11, 13, 14 Health and Phys Ed 10, 12, 14, 15. 16 The Arts 5, 24</p>
<p>Sample Activities from In God’s Image Theme 30: Water and Air Creatures p. 277-284</p> <p>Suggested Activities In A Pinch p..278 Aquarium Print p. 279 Make Waves! P. 280 Grow A Nest! P. 281 Ear Walk p. 282</p>	<p>Specific Expectations from the Kindergarten Program</p> <p>Personal and Social Development 8, 10, 11, 12, 15 Language 6, 7, 9, 12, 13, 18, 24, 25, 30, 31 Science and Technology 3 8, 14 Health and Phys Ed 9, 12, 14, 16 The Arts 2, 3, 4</p>
<p>Sample Activities from In God’s Image Theme 31: Wild and Domestic Animals p 285-292</p> <p>Suggested Activities Hatch A Story p. 286 Animals Galore! P. 287 Shear Fun p. 288 Copy Cats p. 290 Free To Be p. 291</p>	<p>Specific Expectations from the Kindergarten Program</p> <p>Personal and Social Development 8, 10, 11, 12, 15 Language 6, 7, 9, 12, 14, 18, 25, 26, 29, 30 Mathematics 1, 2, 3, 5, 6, 25, 26 27, 28 Science and Technology 3, 6, 7, 8 Health and Phys Ed 4, 5, 14, 16 The Arts 2, 3, 16</p>

Literacy Ideas

- Write prayers, songs and /or poems on chart paper to use for shared reading.
- Select a variety of shared reading text to enhance these themes and introduce the students to concepts of print, phonemic awareness and other components of literacy.
- These themes lend themselves to providing children with opportunities to write or express their ideas through pictures which can then be collated into class books and journal entries.
- It is important to note that picture drawing in JK and SK is a form of writing
- Incorporate the themes into classroom learning centres by adding materials, props that allow the children opportunities
- To explore, investigate, create, use language and interact with their peers.
- In doing shared and interactive writing activities such as morning news and message of the day, have children identify high frequency words, rhyming words, specific letters.
- Teachers are encouraged to set up a thematic word wall with vocabulary used in this theme.
- During shared reading or writing experiences, take every opportunity to continue to develop concepts of print and beginning reading strategies with the children.

Numeracy Ideas

- These themes deal with topics that are very familiar to children. Many of the activities can be extended to incorporate all strands in math and involve children in sorting, classifying, counting, and data collecting.
- Teachers are also encouraged to bring in math based literature to use for read alouds and shared reading.

Teacher Notes:

This template reflects an integrated format where Religion is the foundation for all subject areas. You would probably do several of these activities throughout the day.

The suggested activities may be modified to suit classroom and individual student needs e.g. Family Tree can be done at school rather than at home

Connect the Scripture Passage shared at the beginning of each theme to the activity and locate and read from the bible. e.g. “ *Small among the winged creatures is the bee, but her produce is the sweetest of the sweet*” (Sirach 11:3)

It is understood that the classroom teacher would enhance or adapt the activities suggested in “In God’s Image” with some from their own collection.

Shared Reading*

**Examples and suggestions to be added as teacher writers use these templates through the year*

Read Alouds*

Local Resources

Teachers may wish to note resources particular to their board. These may include resources from your school or board professional library, destinations for appropriate field trips or community connections.

Math Numeracy Connections

Section 6

Teaching Literacy and Numeracy

Teaching Literacy in Junior and Senior Kindergarten

Literacy is not just reading and writing. Literacy goes far beyond the simple ability to decode words or reproduce words in print. Literacy includes the ability to extract and communicate complex thoughts effectively using a variety of forms, for a variety of purposes, and to a variety of audiences.

Literacy is comprised of interdependent higher order skills that include:

- Critical thinking
- Reasoning
- Systematic inquiry
- Analysis
- Synthesis
- Evaluation
- Making judgments

In order to accomplish this communication literacy, students must be given opportunities to experience authentic reading and writing tasks with authentic purposes and authentic audiences. We must give students real reasons for reading and writing.

Learning to be literate takes place when students are writing, observing, thinking, playing, doing, talking, reading and listening with other children and with adults who understand how to encourage these activities and who value each child as an individual who is on a journey of growth and development.

Time should be allowed each day for both informal and structured language experiences. Informal opportunities occur while students work and play together during self-directed activity time. Structured lessons or prompts may occur during teacher-directed activities which allow the student time to think, talk and respond either individually or in small group settings in order to complete a task.

Reading Instruction

Instructional approaches to reading must include:

	Reading Instruction	What It Looks Like
<i>High level of teacher support</i>	<p>Read Aloud The teacher reads aloud to the whole class from a variety of genres and provides opportunities for student response. Selection is at reading levels higher than the students' abilities.</p>	<ul style="list-style-type: none"> • Twice daily, whole class • Rich literature, strong picture content • Model questions good readers ask • Discussion prior, during & after reading • Initiate retell, relate, reflect orally • Consider story patterns, simple plots, characters • Establish expectations for appropriate listening behaviours • Response activities as book dictates
<i>Gradual Release of Responsibility</i>	<p>Shared Reading The teacher leads the whole class or small group in a lesson using common text (big book, chart, overhead). The focus is on direct instruction and teacher modeling of how proficient readers interact with text.</p>	<ul style="list-style-type: none"> • One per week, whole class reread daily • Enlarged text • Read pictures, text • Reread with student participation • Discuss concepts of print
	<p>Guided Reading Students are assigned to small, homogenous, flexible groups that may change throughout the year. The teacher provides direct instruction and support for strategic reading at the students' instructional level.</p>	<ul style="list-style-type: none"> • 2-3 times per week with small groups who demonstrate readiness • Story introduction building on prior knowledge • Picture walk (teacher has only copy) • Second reading with each student having copy of text • Discussion • Mini-lesson (e.g. concepts of print, sight words, reading strategies)
<i>Less teacher support</i>	<p>Independent Reading Students read books at their independent reading level from a variety of genres.</p>	<ul style="list-style-type: none"> • Provide daily opportunities for students to self-select books • During activity time students "read the room" e.g. names, common classroom labels, etc.

Writing Instruction

Instructional approaches to writing instruction must include:

	Writing Instruction	What It Looks Like
<i>High level of teacher support</i>	<p>Modeled Writing Teacher demonstrates a specific aspect of writing to the whole class, puts thoughts and feelings into written form by thinking aloud and modeling what a proficient writer does.</p>	<ul style="list-style-type: none"> • Daily, whole class • Teacher as scribe models “think aloud” or what goes on inside a writer’s head • Rephrase student statements to reflect appropriate language structures • Display product for teacher & student to revisit and reread
<i>Gradual Release of Responsibility</i>	<p>Shared and Interactive Writing Students and the teacher work together on a piece of writing. Shared writing - the teacher is the scribe Interactive writing – students and teacher share the task of scribing.</p>	<p>Shared</p> <ul style="list-style-type: none"> • Similar to language experiences • Generates reading material • Student & teacher negotiate message, teacher records language and shapes text through questioning <p>Interactive</p> <ul style="list-style-type: none"> • Teacher & student “share pen” • Students record as much as possible and teacher edits • Display text for further use
	<p>Guided Writing Students are assigned to small groups to review recently taught writing skills based on student needs. The teacher provides direct instruction and support for the development of specific writing skills.</p>	<ul style="list-style-type: none"> • Extension of shared writing • Most beneficial for students who are not yet ready to write independently • Includes conferences, small group planning, story mapping
<i>Less teacher support</i>	<p>Independent Writing Students practice application of writing skills learned to their own writing using both self-selected and assigned topics and forms.</p>	<ul style="list-style-type: none"> • Daily opportunities to play at writing (e.g. centres, journals, labeling, etc.) • Students’ names are powerful motivation • Appropriate materials provided • Writing environment encouraged • Demonstrate appropriate use of upper and lower case formations

Word Knowledge

- Daily activities in both reading and writing (up to 15 minutes per day)
- Word and letter recognition
- Phonemic awareness skill sequence
- Listening and rhyming games
- Words and sentences
- Awareness of syllables
- Phonemes (e.g. Initial, final, and median sounds, Segmentation, Blending, Linking letters and sounds, Spelling)

The Literacy Process

The teacher's main task in the literacy process is to ensure that students gain control over the reading and writing process in all subject areas. This will allow the student to comprehend and decode when reading and to formulate ideas and spell when writing. In order to become competent, independent readers and writers students need to control a range of strategies.

They need to know how to:

- Bring meaning and oral language to stories
- Use some concepts of print
- Match one spoken word with one written word
- Move from left to right and effect return sweep
- Hear sounds in the absence of print
- Visually perceive print
- Identify alphabet letters
- Process phonological units, sound to letter/letter cluster in writing, letter/letter cluster to sound in reading
- Read and write some short high frequency, high interest words
- Make links from the known to the unknown to solve reading and writing challenges
- Self-check and correct their own reading and writing

Adapted from St. Clair CDSB – Building Literacy 1999

Numeracy Instruction: Understanding the Early Math Learner

Research across cultures and across socio-economic groups indicates that children go through stages in conceptual development that are identifiable (Clements, 1999). There is currently no agreed upon continuum because of the complexity and number of mathematical concepts. However, researchers do agree that children go through different stages of mathematical development. There is considerable variation from child to child, and recognition of this variation is key to establishing the most effective learning environment. For the teaching and learning process to be successful, it is important that the child's existing conceptual understanding of mathematics be recognized. Children need to encounter concepts in an appropriate manner, at an appropriate time, and with a developmentally appropriate approach.

Early Math Strategy: The Report of the Expert Panel on Early Math, Ministry of Education, 2003, p 7

This will require close observation by the teacher to recognize the child's understanding of mathematics and implementation of a flexible program to introduce and /or build on this knowledge. Young children learn through the manipulation of objects in their surrounding, talking about these objects and their relationships to other objects, space and time, and by reflecting on these connections. The use of good related literature and manipulatives will assist the teacher in strengthening the mathematics program.

Numeracy knowledge and skills contribute to a child's success – both at school and in everyday life. Understanding numeracy also builds confidence and opens doors to a range of jobs and careers. In our everyday lives, understanding mathematics enables us to:

- *Solve problems and make sound decisions;*
- *Explain how we solved a problem and why we made a particular decision;*
- *Use technology (for example, calculators and computers) to help solve problems;*
- *Understand patterns and trends in the world around us in order to make predictions*
(for example keep track of how much milk is consumed to know how much milk to buy each week, notice the times when traffic is heavy to decide on the best time to travel);
- *Manage time and money, and handle everyday situations that involve numbers (for example, calculate how much time we need to get to work, how much food we need to make meals, and how much money we need to buy food).*

Helping Your Child Do Math, Ministry of Education, 2007- Parent Brochure

In developing a high quality mathematics program, it is vital to concentrate on important mathematical concepts, or Big Ideas (*The Kindergarten Program 2006 – Revised, p 40*) and the knowledge and skills that go with those concepts.

All learning, especially new learning, should be embedded in well chosen contexts for learning – that is, contexts that are broad enough to allow students to investigate initial understandings, identify and develop relevant supporting skills, and gain experience with varied and interesting applications of the new knowledge. Such rich contexts for learning open the door for students to see the “big ideas” or key principles, of mathematics, such as pattern and relationship.

*A Guide to Effective Instruction in Mathematics: Kindergarten to Grade 3,
Ministry of Education, Toronto: Queen’s Printer, 2004, p2*

Students are better able to see the connections in mathematics and thus to learn mathematics when it is organized in big coherent “chunks”. In organizing a mathematics program, teachers should concentrate on the big ideas in their mathematical program. Students must be helped to see that mathematics is an integrated whole, not a list of isolated bits and pieces. Mathematical ideas are important if they are useful in the development of other ideas, link ideas one to another, or serve to illustrate the discipline of mathematics as a human endeavour.

Focusing on the big ideas provides teachers with a global view of concepts represented in each strand. The big ideas also act as a lens for:

- *Making instructional decisions*
- *Identifying prior learning*
- *Looking at students’ thinking and understanding in relation to the mathematical concepts addressed in the curriculum*
- *Collecting observations and making anecdotal records;*
- *Providing feedback to students;*
- *Determining next steps;*
- *Communicating concepts and providing feedback of students’ achievement to parents.*

*A Guide to Effective Instruction in Mathematics: Kindergarten to Grade 3,
Ministry of Education, Toronto: Queen’s Printer, 2004, p 3*

What students learn is almost entirely dependent on the experiences that teachers provide everyday in the classroom. To provide high quality mathematics education, teachers should:

- Understand deeply the mathematics they are teaching.
- Understand how children learn mathematics, including a keen awareness of the individual mathematical development of their own students; and
- Select instructional tasks and strategies that will enhance learning.

Teachers actions are what encourage students to think, question, solve problems, and discuss their ideas, strategies and solutions.

Section 7

Assessment and Evaluation

The mission of the Catholic school is ageless and changeless: to provide quality education grounded in Catholic principles and delivered in a Catholic environment. Providing a Catholic education in the catholic school goes far beyond getting good test scores and being in the 99th percentile on a standardized test. It means providing young people with marketable skills with which to make their way in the world. But the products of Catholic schools have a larger more transcendent responsibility, a spiritual one, if you will, as citizens of this world and the next.

Keeping Our Promise: The Spirituality of Assessment, Kushner p 19

Background

Each school board in Ontario is required to have an **Early and On-going Identification** process. Early and On-going Identification is a systematic process through which the child's individual strengths and needs are documented. This process ensures that the child develops to their maximum potential through the provision of appropriate programming. Teachers should refer to board guidelines for Early and On-going Identification procedures.

At the time of the creation of this document, A Framework for Kindergarten in Catholic Schools, each school board is responsible for the implementation of a **reporting process** for kindergarten students. Because of the wide variety of models, the reporting process is not addressed in this document. Teachers should refer to individual board guidelines for direction on specific assessment and reporting procedures. However, communicating with parents is addressed in this section.

To give each child the best start possible, it is essential that Kindergarten programs provide a variety of learning opportunities and experiences that are based on assessment information and the strengths, needs, and interests of the children. Although Kindergarten programs are critical in laying the foundations for success in learning, the Kindergarten years are also an important time in children's total development.

The Kindergarten Program Revised 2006, Ministry of Education, p 1

Young children show their understanding by doing, showing, and telling. Teachers need to use assessment strategies of observing, listening, and asking probing questions in order to assess and evaluate children's achievement.

Assessment is the on-going, systematic gathering, recording, and analyses of information through observable evidence of what a child can do, say, and apply, using a variety of strategies and tools.

Evaluation involves the judging and interpreting of the assessment data to determine the child's progress in achieving the overall learning expectations.

Observation is the most important aspect of assessment in the Kindergarten classroom and should be an integral part of all other assessment strategies. Assessment is the key to effective teaching and is the starting point of instruction in the Kindergarten program. The assessment of a child's achievement is intended to improve the child's learning. Teachers need to continuously observe, monitor, document, and assess children's learning, and regularly report on children's progress towards the achievement of the Kindergarten expectations to parents and the children themselves.

The Kindergarten Program Revised 2006, Ministry of Education, p 8

The key intent of assessment and evaluation is to inform and improve student learning and ensure effective programming. Using assessment to guide and direct teacher instruction based on the child's needs and abilities allows for effective programming.

Principles of Assessment and Evaluation in Junior and Senior Kindergarten

Assessment should be based on the following principles:

- Children are unique individuals who differ in their rate of development, background experiences, needs, abilities and learning styles; therefore, assessment should be developmentally appropriate to the needs of the children.
- It is on-going and continuous throughout the school year.
- A variety of strategies and instruments are used to collect comprehensive profiles of information.
- It occurs both while the children are engaged in a variety of learning activities as well as when the activity is completed.
- The process of a task is a vital indicator of the child's abilities and should encourage the teacher to provide feedback to the child as well as positive encouragement for the child's self-worth and accomplishment.
- There must be a relationship between the assessment, evaluation and the Ministry Expectations directly related to the program.
- Effective assessment should specifically direct the teaching and instruction to meet the needs of the children.

Balanced Assessment and Evaluation

*In effective learning environments, assessment and instruction are inexorably linked.
Spandel & Stiggins*

All learners need a balanced program which consists of: direct vs. indirect instruction, individual, small group and whole class instruction, as well as oral, phonological, and print awareness activities. In planning effective programs, Kindergarten teachers must include all three types of the following assessments as well as evaluations.

Assessment	<ul style="list-style-type: none">• On-going observation is the main assessment strategy used to understand children and their programming needs.• Three types of assessment:<ul style="list-style-type: none">✓ Diagnostic<ul style="list-style-type: none">- identifies current knowledge identifies strengths and weaknesses so that appropriate instruction is provided- an example of formal diagnostic assessment is a running record- an example of an informal diagnostic assessment is teacher observation of children at work and play, asking questions to determine their interest, vocabulary and knowledge prior to beginning a series of planned activities✓ Formative<ul style="list-style-type: none">- on-going, used to improve student performance- helps guide instruction- reflects growth over time- an example is the observation of children as they work on a planned task to determine their understanding and plan for future programming✓ Summative<ul style="list-style-type: none">- provides for a cumulative description of student achievement towards the learning expectations- provides a basis for evaluation and reporting- examples include, conferences, performance tasks checklists, learning logs
Evaluation	<ul style="list-style-type: none">• Involves the careful consideration of all collected assessment data in order to make judgments about the child's achievement and progress in relation to the learning expectations

Methods of Assessment

The methods used for assessing and evaluating children's learning should be clearly identified and based on the learning expectations.

The Kindergarten Program Revised 2006, Ministry of Education, p 9

Using a range of strategies and tools will assist in developing an accurate profile of each child's growth and achievement and will allow the teacher to appropriately guide and direct their instruction based on the child's needs and abilities.

Observation

Observation, as well as the documentation of observations, is the most important method for gaining assessment information about a young child as he or she works and interacts in the classroom. Observation should be the primary assessment strategy used in Kindergarten. Teachers should focus their observations on specific skills, concepts, or characteristics, as described in the learning expectations, and record their observations daily.

The Kindergarten Program Revised 2006, Ministry of Education, p 9

Many tracking and recording tools can be used to collect and manage evidence of a child's learning. Depending on the activity being observed, the needs of the children or the teacher's style, various ways of documenting observations may include:

- Anecdotal records
- Checklists of various concepts and skills
- Journals
- Index cards or file folders with post-it notes for each child
- At-a-glance record sheets
- Video clips and/or audiocassettes
- Pictures in scrapbooks

Some examples of assessment strategies and tools might include:

- Conferences
- Demonstrations
- Self-assessments
- Peer- assessments
- Learning logs
- Retelling
- Portfolios
- Performance tasks

There are many resources books available which include examples of these strategies and tools. The list of these valuable resources is included at the end of this section.

Web Based Teaching Tool (WBTT)

Children enter school with highly diverse social, emotional, cognitive and physical abilities and needs. As Kindergarten teachers, we discover first-hand a child's learning strengths and weaknesses through observations of everyday activities in the classroom. Along with the Board's early identification procedures, these procedures are a part of the on-going assessment and programming guidelines which accommodate for each child's learning needs.

The Web Based Teaching Tool was developed by the Learning Disabilities Association of Ontario as an early intervention tool for educators to “flag” primary students-at-risk for school failure and to provide a database of intervention techniques to facilitate timely remediation. The screening component is based on a Dynamic Screening and Intervention Model. Classroom teachers screen their students early in the year with specific tools. Students who perform below the benchmarks are automatically flagged “at-risk”. Teachers use the results of the screening in addition to other classroom assessments to select appropriate interventions that are implemented immediately into the classroom. Curriculum-based, observational checklists are also used to track student progress and response to the interventions. The result is a dynamic process in which the student is continuously monitored and supported to reduce the likelihood of potential academic failure.

The Web-Based Teaching Tool: Providing Interventions for At Risk Learners, Christiane Kyte, Kinder-Connections, TCDSB 2006

Although the WBTT is designed for students in Junior Kindergarten to Grade One, the following screening tools are administered at the Kindergarten level.

Junior Kindergarten	Senior Kindergarten	Description of Screen
The Teacher's School Readiness Inventory	The Teacher's School Readiness Inventory	- it is based on a teacher's regular observations of a child's in-class performance over the course of two or three months - five areas rated in the TSRI have consistently demonstrated a strong relationship to future school success: <ul style="list-style-type: none"> ✓ in-class distractibility, memory and attention ✓ verbal fluency ✓ interest and participation ✓ letter identification skills ✓ printing skills
	The Rosner Auditory Analysis Test	- assesses children's auditory perceptual skills, including phonemic awareness and helps to identify children who may experience difficulties in reading and spelling
	The Math Screen	- identifies children with an increased risk of difficulties in math

PLEASE NOTE: For more information, visit the *Learning Disabilities of Ontario* www.ldao.ca

Communicating with Parents

By providing a record of children's growth over time, assessment can become an advocate for the child and the centerpiece for meaningful conversations between families and educators.

*Keeping Our Promises – The Spirituality of Assessment, Sr. Regitia Koralek,
Momentum 2001, p 5*

Studies have shown that students perform better in school if their parents/guardians are involved in their education. Parents/Guardians, therefore, have an important role to play in supporting their child's learning

The Kindergarten Teacher's Resource Book, M. Trehearne

The parents and guardians of our young learners contribute valuable information, so close links between home and school is essential. On-going communication with parents/guardians provides opportunities for teachers to:

- provide valuable information on student performance and achievement (i.e. communication booklets, phone calls, sending home child's portfolio or work collections)
- describe programming, expectations and possibly assessment techniques (i.e. monthly newsletters, calendars)
- discuss strategies to enhance learning and promote growth (i.e. phone calls, conferences)
- exchange relevant information with parents/guardians in order to meet child's needs (i.e. phone calls, notes in communication book, incidental greetings upon child's arrival or dismissal)

Communication between home and school is essential and each teacher will develop his/her own strategies and tools for this vital link. Many examples of checklists, anecdotal records, running records, etc. can be found using the resources that follow or simply by searching on the internet.



School Home Links for Kindergarten

The Kindergarten Teacher's Resource Book, M. Trehearne, Toronto: Nelson Thomson Learning, 2000 provides numerous suggestions and resources to support the home-school link.

From the ministry:

www.ed.gov/pubs/CompactforReading/tablek.html

Valuable Resources for Assessment and Evaluation in Kindergarten

Bedekamp, Sue, and Caole Copple, *Developmentally Appropriate Practice in Early Childhood Programs*, Washington: National Association for the Education of Young Children, 1997

Clay, M., *An Observation Survey of Early Literacy Achievement*, Auckland: Heinemann, 1993

Feldgus, Eileen and Cardonick, I., *Kid Writing: A Systematic Approach to Phonics, Journals, and Writing Workshop*, Chicago: Wright Group McGraw-Hill, 1999

Harcourt, L. and Wortzman R., *Nelson Mathematics K Teacher's Resource*, Toronto: Thomson Nelson, 2005

Kyte, Christiane, *The Web-Based Teaching Tool: Providing Interventions for At Risk Learners*, Kinder-Connections, TCDSB, 2006

Ontario Ministry of Education, *A Guide to Effective Instruction in Reading: Kindergarten to Grade 3*, Toronto: Queen's Printer, 2004

Ontario Ministry of Education, *A Guide to Effective Instruction in Writing: Kindergarten to Grade 3*, Toronto: Queen's Printer, 2004

Ontario Ministry of Education, *A Guide to Effective Instruction in Mathematics: Kindergarten to Grade 3*, Toronto: Queen's Printer, 2004

Ontario Ministry of Education, *The Kindergarten Program*, Toronto: Queen's Printer, 2006

Toronto Catholic District School Board, *Assessment Evaluation and Reporting in Kindergarten*, Toronto: Author, 2006

Trehearne, M., *The Kindergarten Teacher's Resource Book*, Toronto: Nelson Thomson Learning, 2000

Section 8

Essentials for Teachers

In organizing a program for Junior or Senior Kindergarten, teachers should address the following as essential components for a successful school year:

Focus on Catholic Teaching: Young children not only have the potential to learn about and come to know God but they have an intrinsic need to ask such fundamental and spiritual questions as “Who is God? Where is God? Where was I before I was born?” The answers to these questions are embedded in *In God’s Image*, and form the foundation of the child’s faith journey.

...religious education which bypasses this initial developmental period (2.5 – 6 years) neglects the most important and foundational “moment” of faith formation and risks distorting the very face of God for the child. Waiting to begin Religious Education until the child is six or older, means that the focus will naturally tend to be on behaviour, on what one is supposed to do or not do in one’s relationship with God.

The Religious Potential of the Child, S. Covalletti, Introduction ix
Through affirming the child in all aspects of growth, we celebrate the wonder of childhood as a trace of God.

In God’s Image, Catechists Manual p 10

Focus on Literacy: Teaching basic literacy skills in both Junior and Senior Kindergarten is critical for school success. Becoming familiar with language at an early age prepares the student for all later instruction. It is this familiarity that will later allow the child to decode words and read fluently. It is important to give students opportunities to rehearse and practice language through song, symbol and story. Discussion about the quality of the written word, allows the teacher to connect books with children's experience and provide a vehicle for explicit teaching of comprehension strategies. Developing the capacity for language and thought is the most important focus for instruction in Junior and Senior Kindergarten.

Focus on Numeracy: All children need to learn about mathematical relationships in order to be successful. It is essential to spend time each day thinking and talking about mathematical topics. Use questions such as “What is the shape of the ...? How many sides does it have? Which of these objects is longer; heavier; higher...? How can we prove (show) this? How many scoops of water (sand) do you think this bucket will hold before it overflows? Who is third in line today? What happens if the leader goes to the end of the line?”

Model the Strategies You Want Children to Use: No matter what the situation – academic, social or emotional, if we want children to learn and practice behaviours, they must see us as teachers model those behaviours. Help children by showing and explaining exactly what you want them and expect them to do. For example, practice thinking out loud so that children can learn the process of building new knowledge. Use learning centres and equipment to show students how to complete tasks and routines. Show children the social behaviours you want them to learn. “May I please use these scissors? Have you had your turn yet? May I have a turn now?”

Be Prepared: Make sure you and your classroom are ready for the first week of school. There is no time during the day to finish up any last minute task no matter how small. Each moment – especially in the first few months - will be devoted to establishing positive relationships with the children and initiating good routines.

Use Management and Organizational Strategies that Work: Children just beginning their first school experiences will need many opportunities to learn and practice routines. Set very clear instructions and boundaries for each activity and give the children many opportunities to learn the process. Whenever possible use visual, as well as verbal, instructions for independent activities such as centres. Introduce new activities one at a time so that the students can learn the new routines and still practice the established ones. Make sure the learning environment is well organized. All materials should be ready before beginning each activity. Be patient. You will be amazed at how quickly your students will pick up the routines.

Build Positive Discipline: Speak to your students in a soft and friendly tone, but insist that the classroom rules are followed. Children may need to be reminded to share materials and take turns. At no time should one child be permitted to physically or verbally abuse another student. Be explicit in the teaching and practicing of collaborative and social skills.

Provide Differentiated Instruction to Support and Challenge Individual Learners:

Because children learn at different rates and in different ways it is important to engage different strategies in your instruction. All children should be given ample opportunities to explore learning through differentiated modes.

Differentiated instruction requires teachers to transform their practices from a program-based pedagogy to a student-based pedagogy. Teachers attempt to adopt pedagogical interventions to the needs of each student, acknowledging that each student differs in interests, learning profile and level of functioning.

Education for All, The Report of the Expert Panel on Literacy and Numeracy Instruction for Children with Special Education Needs, Kindergarten to Grade 6, Ministry of Education, 2005, p14

Look for Opportunities to Help Students Learn: In all interactions among students – with you as teacher, as well as with other students and adults, be aware of opportunities to expand their knowledge and extend their thinking and language. Open ended questions such as “What would happen if...? Can you think of another way to...? Why do you think...?” These prompts will assist in leading children to explore and consider alternatives and to problem solve.

Encourage parents as partners in developing literacy skills and fostering a love of learning: Parents are the first and most important teacher of the child. Creating a strong relationship with parents and caregivers enables the teacher to support and encourage the learning process. By engaging in frequent communication, interviews, newsletters etc. teachers can direct parents to helpful resources, and provide ideas for them in supporting their child through the school years.

Section 9

Resources

PLEASE NOTE: Additional literature titles are suggested with each theme and/or lesson found in *In God's Image* Program.

Suggested Read Alouds for Kindergarten

Family

Bunting, Eve. Fly Away Home

New York: Clarion Books a Houghton Mifflin Company Imprint, ISBN 0-395-66415-2

Kovalski, Maryann. Grandma's Secret

Toronto: Kids Can Press, ISBN 0-921103-57-3

Mayer, Mercer. Just Me and My Mom

New York: A Golden Book, ISBN 0-307-12584-X

Mayer, Mercer. The New Baby

New York: A Golden Book, ISBN 0-307-11942

Mayer, Mercer. I Was So Mad

New York: A Golden Book, ISBN 0-307-11939-4

Mayer, Mercer. Just Me and My Dad

New York: A Golden Book, ISBN 0-307-11839-8

Mayer, Mercer. Just Like Dad

New York: A Golden Book, ISBN 0-307-98876-7

Joose, Barbara M.. Papa, Do You Love Me?

Scholastic Inc., ISBN 0-439-88186-2

Martin, David. Piggy and Dad Go Fishing

Scholastic Inc., ISBN 0-439-86423-2

Schumacher, Claire. What Is Mother's Day?

New York: Sterling Publishing Co., Inc., ISBN 1-4027-23898-9

Steig, William. Sylvester and the Magic Pebble

Scholastic Inc., ISBN 0-590-98066-1

Special Occasions

Earth Day

Cronin, Doreen. Diary of a Worm
Scholastic Inc., ISBN 0-439-67774-2

Cronin, Doreen. Diary of a Spider
Scholastic Inc., ISBN 0-06000-153-4

James, Simon. Dear Mr. Blueberry
New York: Alladin Paperbacks, A Division of Simon & Schuster, ISBN 0-689-5052909

Kalman, Bobbie. The Life Cycle of an Earthworm
St. Catharine's, Ontario: Crabtree Publishing Company, ISBN 0-7787-0696-6

Kalman, Bobbie. Squirmy Wormy Composters
St. Catharine's, Ontario: Crabtree Publishing Company, ISBN 0-86505-555-6

Pfeffer, Wendy. Wiggling Worms at Work
Scholastic Inc., ISBN 0-439-74050-9

Wise-Brown, Margaret. I Like Bugs
Random House, ISBN 0-307-26107-7

All About Me

Bayer, Jane. A My Name is Alice
Penguin Young Reader Group., ISBN 0-80370-123-3

Cain, Jana. The Way I Feel
Scholastic Inc., ISBN 0-439-32116-6

de Varennes, Monique. The Sugar Child
Atheneum Books for Young Readers, a division of Simon & Schuster Children's Publishing,
ISBN 0-689-85244-4

Fox, Mem. Harriet, You'll Drive Me Wild!
Scholastic Inc., ISBN 0-439-30554-3

Hamm, Mia. Mia Hamm Winners Never Quit!
New York: HarperCollins Children's Books, ISBN 0-06-074050-7

Jenkins, Emily. My Favorite Thing (According to Alberta)
Atheneum Books for Young Readers, a division of Simon & Schuster Children's Publishing, ISBN 0-689-84975-3

Luppens, Michel. What Do the Fairies Do With All Those Teeth?
Victoria, B.C.:0-590-74075-X

Smallman, Steve. The Very Greedy Bee
Victoria, B.C.: 0-545-01419-0

Wishinsky, Freida. Each One Special
Victoria, B.C.: Orca Book Publishers, ISBN 1-55143-124-6

Friends

Chodos-Irvine, Margaret. Ella Sarah Gets Dressed
Scholastic Inc., ISBN 0-439-68987-2

De Paola, Tomie. Andy (That's My Name)
Scholastic Inc., ISBN 0-439-18317-0

Hawkes, Kevin. Weslandia
Cambridge, Massachusetts: Candlewick Press, ISBN 0-7636-1052-6

Henkes, Kevin. Chrysanthemum
New York: Mulberry Books an Imprint of William Morrow & Co., ISBN 0-688-14732-1

Keller, Holly. farfallina & marcel
Greenwillow Books, An Imprint of Harper Collins Publishers, ISBN 0-06-443872-4

Kilborne, Sarah S. Peach & Blue
Toronto: Random House of Canada Limited, ISBN 0- 679- 89095- 5

Levine, Gail Carson. Betsy Who Cried Wolf
Scholastic Inc., ISBN 0-439-57084-0

Martin, Rafe: The Rough-Face Girl
New York: A PaperStar Book, Penguin Putnam Books for Young Readers, ISBN 0-698-11626-7

Rohmann, Eric. My Friend Rabbit
Scholastic Inc., ISBN 0-439-57820-5

Birthday

McGovern, Ann. Happy Silly Birthday to Me
Scholastic Inc., ISBN 0-590-46365-9

Walsh, Sheila. Hello, Sun! A Morningtime Tale of God's Great Care
Colorado Springs, Colorado: Waterbrook Press, ISBN 1-57856-337-2

Weninger, Brigitte. Happy Birthday Davy!
North-South Books, Inc., ISBN 0-7358-1345-0

General Themes

Burton, Katherine. One Gray Mouse
Toronto: Kids Can Press, ISBN1-55074-324-4

Cameron, Polly. “I Can’t” Said the Ant
Scholastic Inc., ISBN 0-590-02049-8

Charlip, Remy. Fortunately
New York: Aladdin Paperbacks, A Division of Simon & Schuster, ISBN 0-689-71660-5

Martin Jr., Bill. Adam, Adam, What Do You See?
Nashville, Tennessee: Thomas Nelson, Inc., ISBN 0-8499-7614-6

Merriam, Eve. 12 Ways to Get to Eleven
Alladdin Paperbacks, An Imprint of Simon & Schuster, ISBN 0-689-80892-5

Lyon, George Ella. Counting on the Woods
New York: DK Publishing Inc., ISBN0-7894-2480-0

Rae, Jennifer. Gilbert de la Frogponde - a swamp story
Toronto: whitecap Books, ISBN1-55110-657-4

White Carlstrom, Nancy. Does God Know How to Tie Shoes?
Grand Rapids, Michigan: William B. Eerdmans Publishing Company, ISBN 0-8028-5125-8

Kindness / Loyalty / Empathy

Carlson, Melody. My Happy Heart
Nashville, Tennessee: Broadman & Holman Publishers, ISBN 0-805-42382-6

Feiffer, Kate. Double Pink
Simon and Schuster Children’s Publishing., ISBN 0689871902

Gantschev, Ivan. Moon Lake
New York: North-South Books, ISBN 1-55858-598-2

Gilman, Phoebe. Something From Nothing
Scholastic Inc., ISBN 0-7791-1370-5

Hageman, Marybeth. I Want to Be Like Jesus
Minneapolis, MN: Augsburg Fortress, ISBN 0-8066-2419-1

Haan, Amanda. I Call My Hand Gentle
New York: Viking a Division of Penguin Putnam Books for Young Readers,
ISBN 0- 670-03621-8

Henkes, Kevin. Julius The Baby of the World
Harper Collins Canada, ISBN 0688143881

Joslin, Mary. The Good Man of Assisi
Nashville, Tennessee: Thomas Nelson, Inc., ISBN 0-8499-5821-0

Lobel, Arnold. Frog and Toad are Friends
Harper Collins Canada, ISBN 0-06444-020-6

Lucado, Max. Just the Way You Are
Scholastic Inc., ISBN 0-439-21067-4

Lucado, Max. Because I Love You
Scholastic Inc., ISBN 0-439-15832-X

McKinley, Cindy. One Smile
Scholastic Inc., ISBN 0-439-68030-1

Muth, Jon J. Stone Soup
Scholastic Inc., ISBN 0-439-64022-9

Yoshi. Big Al
Scholastic Inc., ISBN 0590444557

Overcoming Fear

Bourgeois, Paulette. Franklin In the Dark
Toronto: Kids can Press, ISBN 10-0919964931

Cole, Babette. Animals Scare Me Stiff
United Kingdom: Joanthon Cape Limited, Random House, ISBN 0224047078

French Koller, Jackie. No Such Thing
Scholastic Inc., ISBN 0-439-31790-8

Moss, Miriam and Jutta Bucker. The Best Dog in the World
London: Macmillan Children's Books, ISBN 0-333-96502-7

Wormell, Chris. Two Frogs
London: Red Fox Books a division of Random House Children's Books,
ISBN 0-09-943862-3

Homelessness

Rylant, Cynthia. An Angel for Solomon Singer
New York: Orchard Books ISBN 0-531-07082-4

Behaviour

Shannon, David. No, David!
Scholastic Inc., ISBN 0-590-93003-6

Shannon, David. David Goes to School!
Scholastic Inc., ISBN 0-439-32171-9

Shannon, David. David Gets in Trouble
Scholastic Inc., ISBN 0-439-05154-1

Off to School

Carlson, Nancy. Look Out Kindergarten, Here I Come!
Scholastic, Inc., ISBN 0-439-21253-7

Choi, Yangsook. The Name Jar
Dell Dragonfly Books., ISBN 0-440-41799-8

Halliman, P.K.. My First day of School
Nashville, Tennessee: Ideals children's books, ISBN 0-8249-5305-3

Harper, Ruth E. and Nancy M. Leak. The Kissing Hand
Scholastic Inc., ISBN0-590-04701-9

Hort, Lenny. The Seals on the Bus
New York. Henry Holt and Company, ISBN 0-8050-7263-2

Kovalski, Maryann. The Wheels on the Bus
Toronto: Kids Can Press, ISBN 0-921103-92-1

McCracken, Robert A. and Marlene. The Wheels on the Bus
Winnipeg: Peguis Publishers Limited, ISBN 1-895411-19-X
(Previously published in 1989 as part of the set: Tiger Cub Books)

McGee, Allison. Countdown to Kindergarten
Harcourt Inc., ISBN 0-15-202516-2

Metzger, Steve. I'll Always Come Back!
Scholastic Inc., ISBN 0-439-42922-6

Parr, Tom. It's OK To Be Different
Time Warner Book Group., ISBN 0-376-66603-3

Raffi. Wheels On The Bus
New York: Crown Publishers Inc., ISBN 0-517-56784-9

Rockwell, Anne. Welcome to Kindergarten
Scholastic, Inc., ISBN 0-439-35257-6

Rühmann, Karl. Who Will Go to Kindergarten Today?
Scholastic, Inc., ISBN 0-439-43036-4

Spangol, Jessica. Carlos Loves Reading

Uegaki, Chieri. Suki's Kimono
Toronto: Kids Can Press, ISBN 1-55337-752-4

Making Lists

Carle, Eric. The Hungry Caterpillar
Penguin Young Reader Group., ISBN 0-39922-690-7

Hutchins, Pat. Don't Forget the Bacon
Harper Collins Canada., ISBN 0-87499-252-4

Hutchins, Pat. Rosie's Walk
New York: Aladdin Paperbacks An imprint of Simon and Schuster, ISBN 0-02-043750-1

Landstrom, Olof. Wallace's Lists
Ingram Book Company., ISBN 0- 06000- 225- 5

Lobel, Arnold. Frog and Toad Together
Harper Festival., ISBN 0-06124-773-1

Block Centre

Barten, Byron. How a House is Built
Harper Collins Canada., ISBN 0-68809-356-6

Carle, Eric. A House for a Hermit Crab
Simon and Schuster Publishing., ISBN 0-68984-894-3

Gibbons, Gail. How a House is Built
Holiday House Inc., ISBN 0-82340-841-8

Hoberman, Mary. A House is a House For Me
Penguin Young Reader Group., ISBN 0670380164

Hutchins, Pat. Changes, Changes
Simon and Schuster Publishing., ISBN 0-68971-137-9

Stevenson, Robert Louis. Block City
Simon and Schuster Publishing., ISBN 0-68986-964-9

Show and Share

Dennis Wyeth, Sharon. Something Beautiful
Doubleday Books for Young Readers., ISBN 0-38532-239-9

Simms, Laura. Rotten Teeth
Houghton Mifflin Company., ISBN 0-6182-5078-6

Rhyming

Fitch, Sheree. There's a Mouse in the House
Rebound by Sage., ISBN 0-61327-220-X

Hoose, Phil. Hey Little Ant
Tricycle., ISBN 1-88367-254-6

Nature

Cronin, Doreen. Diary of a Worm
Scholastic, Inc., ISBN 0-439-69234-2

Gay, Marie-Louise. Stella Fairy of the Forest
Toronto: A Greenwood Book, Douglas & McIntyre, ISBN 0-88899-598-9

Keats, Ezra Jack. Over in the Meadow
Toronto: Penguin Books Canada Ltd., ISBN 0-670-88344-1

Newell De Palma, Mary. A Grand Old Tree
Scholastic Inc., ISBN 0-439-78899-4

Slawson, Michele Benoit. Apple Picking Time
New York: Dragonfly Books, Crown Publishers, Inc. ISBN0-517-88575-1

Parker, Kim. Counting in the Garden
Scholastic Inc., ISBN 0-439-76123-9

Autumn

Bourgeois, Paulette. Franklin's Thanksgiving
Toronto: Kids Can Press, ISBN 1-55074-800-9

Goode, Diane. Thanksgiving Is Here!
Scholastic Inc., ISBN 0-439-70186-4

Jackson, Alison. I Know An Old Lady Who Swallowed a Pie
Toronto: Penguin Books Canada Limited, ISBN 0-14-056595-7

Johnston, Tony. Ten Fat Turkeys
Scholastic Inc., ISBN 0-439-45948-6

Markes, Julie. Thanks for Thanksgiving
Scholastic Inc., ISBN 0-439-82729-9

Metzger, Steve. We're Going on a Leaf Hunt
Scholastic Inc., ISBN 0-439-77361-X

Patterson, Heather. Thanks for Thanksgiving
Scholastic Inc., ISBN 059012484-6

Rockwell, Anne F. Apples and Pumpkins
Simon and Schuster, ISBN 9-780-689-718618

Salter, Teddy. The Best Thanksgiving Ever!
Scholastic Inc., ISBN 0-439-80833-2

Wing, Tammy. The Night Before Thanksgiving
Scholastic Inc., ISBN 0-439-39626-3

Winter

Chapman, Cheryl. Snow on Snow on Snow
Scholastic Inc., ISBN 0-590-73097-5

Christiansen, Candace. The Mitten Tree
Scholastic Inc., ISBN 0-439-24953-8

Colandro, Lucille. There was a Cold Lady Who Swallowed Some Snow
Scholastic Inc., ISBN 0-439-47109-5

Cuyler, Margery. The Biggest, Best Snowman
Scholastic Inc., ISBN 0-590-13493-0

Ehlert, Lois. Snowballs
Harcourt Brace & Company, ISBN 0-15-200074-7

Fearnley, Jan. A Perfect Day For It
London: Egmont Books Limited, ISBN 1-4052-0176-2

Fitch, Sheree, and Janet Wilson. No Two Snowflakes
Victoria, B.C.: Orca Book Publishers, ISBN 1-55143-227-7

Gay, Marie-Louise. Stella Queen of the Snow
Toronto: A Groundwood Book, Douglas and McIntyre, ISBN 0-88899-520-2

Gliori, Deb. The Snowchild
Scholastic Inc., ISBN 0-439-24243-6

Joose, Barbara M. Snow Day!
Scholastic Inc., ISBN 0-590-16367-1

Kellogg, Steven. The Missing Mitten Mystery
Scholastic Inc., ISBN 0-439-37594-0

Morgan, Allen. Sadie and the Snowman
Toronto: Kids can Press, ISBN 0-919964-86-9

Schertle, Alice. All You Need For a Snowman
Scholastic Inc., ISBN 0-439-58562-7

Tressalt, Alvin. White Snow Bright Snow
Scholastic Inc., ISBN 0-590-40989-1

Waboose, Jan Bourdeau. SkySisters
Toronto: Kids Can Press, ISBN 1-55074-699-5

Zimmerman, Werner. Snow Day
North Winds Press, A Division of Scholastic Canada Ltd., ISBN 0-590-12485-4

Spring

Bergt, Carolyn. The Easter Story, Something Wonderful!
St. Louis, Missouri: Concordia Publishing House, ISBN 0-570-05542-3

Gibbons, Gail. Easter
Scholastic Inc., ISBN 0-439-44425-X

Heyer, Carol. The First Easter
Nashville, Tennessee: ideals children's books, ISBN 0-8249-5463-7

Higgs, Liz Curtis. The Parable of the Lily
Nashville, Tennessee: Thomas Nelson, Inc., 0-7852-7231-3

Kennedy, Pamela. Prayers at Eastertime
Nashville, Tennessee: ideals children's books, ISBN 0-8249-5367-3

Kimmel, Eric A. The Birds' Gift A Ukranian Easter Story
New York: Holiday House, ISBN 0-8234-1384-5

Metzer, Steve. Five Little Bunnies Hopping on a Hill
Scholastic Inc., ISBN 0-439-80382-9

Pingry, Patricia A. A Child's Easter
Nashville, Tennessee: CandyCane Press, An Imprint of Ideals Publications, a Division of Guideposts,
ISBN 0-8249-4197-7

Stiegemeier, Julie. Bright Easter Day
St. Louis, Missouri: Concordia Publishing House, ISBN 0-7586-0818-7

Willoughby, Ro. Three Easter Journeys
Nashville, Tennessee: Abingdon Press, ISBN 0-687-04851-6

Big Books for Shared Reading

Armstrong, Jenny. Is This a Moose?
Scholastic, Literacy Place for the Early Years, ISBN 0-7791-4237-3

Belanger, Claude. I Like the Rain
Literacy links, Shortland Publications ISBN 0-790-116081

Belanger, Claude. The T-Shirt Song
Rigby, ISBN 0-868-67639-X

Beuschlein, Marti. Little Boy Jesus
St. Louis, Missouri: Concordia Publishing house, ISBN 0-570-05503-2

Brolsma, Jody. Jesus Appears to His Followers
Loveland, Colorado: Group Publishing, Inc. ISBN 1-55945-430-X

Brown, Ken. The Scarecrow's Hat
London: Andersen Press Ltd., ISBN 1-84270-160-6

Carle, Eric. Little Cloud
Puffin Books, ISBN 0-140562788

Hutchins, Pat. Rosie's Walk
New York: Aladdin Paperbacks An imprint of Simon and Schuster, ISBN 0-02-043750-1

Lanczak Williams, Rozanne. Rain
Cypress, California: Creative Teaching Press, Inc., ISBN 1-57471-065-6

Leaf, Munro. The Story of Ferdinand
New York: Grosset & Dunlap, a division of Penguin Putnam Books for Young Readers
ISBN 0-448-43167-X

Ling, Bettina. Kites
Scholastic Inc., ISBN 0-590-275356

Martin Jr, Bill and John Archambault. Chicka Chicka Boom Boom
New York: Aladdin Paperbacks An imprint of Simon and Schuster,
ISBN 0-590-25952-0

Metzger, Steve. We're Going on a Leaf Hunt
Scholastic Inc., ISBN 0-439-81983-0

Morris, Ann. Bread, Bread, Bread
Scholastic Inc., ISBN 0-590-460366

Morris, William Barrett. The Longest Journey in the World
Toronto: Holt, Rinehart and Winston of Canada, Ltd., ISBN 0-039-216330

Murray, Kristen. Squeak!
Denver, Colorado: Shortland Publications (USA) Inc.,
ISBN 0-7699-0776-8

Press, Frank and Jenny. I Spy
Denver, Colorado: Shortland Publications (USA) Inc., ISBN 0-7699-0780-6

Robinson, Beth. The Miracle of Easter
Loveland, Colorado: Group Publishing, Inc., ISBN 978-1-55945-576-3

Root Wilger, Jennifer. God Made Our World
Loveland, Colorado: A Bible Big Book from Group Publishing, Inc., ISBN 1-55945-436-9

Shaw, Charles D. It Looked Like Spilt Milk
Harper Trophy, ISBN 0-064-431592

Additional Resources for Teachers

In order to make this document as teacher friendly as possible, recommended resources are cited in the applicable sections of the document.

Bedekamp, Sue and Carole Copple, Developmentally Appropriate Practice in Early Childhood Programs Washington: National Association for the Education of Young Children, 1997

Clay, M. An Observation Survey of Early Literacy Achievement. Auckland: Heinemann, 1993

Covalletti Sofia The Religious Potential of the Child 2002 Good Shepherd Press ISBN1-56854-341-4

Trehearne, M. The Kindergarten Teacher's Resource book. Toronto: Nelson Thomson Learning, 2000

Harcourt, L. and Wortzman, R. Nelson Mathematics K Teacher's Resource Toronto: Thomson Nelson, 2005

Harms, Thelma, Dr., and Clifford, Richard M, and Cryer, Debby. Early Childhood Environment Rating Scale Williston, Vermont: Teachers College Press, 2004

Feldus, Eileen and Cardonick, I. Kid Writing: A Systematic Approach to Phonics, Journals and Writing Workshop Chicago: Wright Group McGraw-Hill, 1999

Van De Walle John A. Elementary and Middle School Mathematics- Teaching Developmentally Fifth Edition 2004 Pearson ISBN 0-205-38689-X

National Office of Religion Education of the Canadian Conference of Catholic Bishops. In God's Image, Early Childhood Catechetical Resource Catechesist's Manual Ottawa: Publications Service, Canadian Conference of Catholic Bishops, 1993

Ontario Ministry of Children and Youth Services. Early Learning for Every Child Today: A Framework for Ontario's Early Childhood Settings Toronto: Queen's Printer, 2006

Ontario Ministry of Education and Training. A Guide to Effective Instruction in Reading: Kindergarten to Grade 3 Toronto: Queen's Printer, 2004

Ontario Ministry of Education and Training. A Guide to Effective Instruction in Writing: Kindergarten to Grade 3 Toronto: Queen's Printer, 2004

Ontario Ministry of Education and Training. A Guide to Effective Instruction in Mathematics: Kindergarten to Grade 3 Toronto: Queen's Printer, 2004

Ontario Ministry of Education and Training. The Kindergarten Program Toronto: Queen's Printer, 2006

National Office of Religion Education of the Canadian Conference of Catholic Bishops. In God's Image, Early Childhood Catechetical Resource Catechesist's Manual Ottawa: Publications Service, Canadian Conference of Catholic Bishops, 1993

Ontario Ministry of Education and Training Early Math Strategy The Report of the Expert Panel on Early Math Queen's Printer 2003

Ontario Ministry of Education and Training Early Reading Strategy – The Report of the Expert Panel on Early Reading Queen's Printer 2003

Ontario Ministry of Education and Training What Works? Research into Practice Queen's Printer

Ontario Ministry of Education and Training Kindergarten Matters – Webcast

Ontario Ministry of Education and Training Planning Entry to School 2005 Queen's Printer

Catholic Curriculum Corporation Learning from Assessment 2007

Catholic Curriculum Corporation Catholic Curriculum Maps 2006

Catholic Curriculum Corporation Information and Communication technology Literacy Activities 2005

Waterloo Catholic District School Board Best Practice for Kindergarten Programming – A Review of the Research

Huron Perth Catholic District School Board Sowing the Seeds

Catholic Curriculum Cooperation Catholic Curriculum Maps, 2007

Niagara Catholic District School Board An Observation Survey JK – 3, 2006

Niagara Catholic District School Board Let the Child Lead – Literacy Centres

Ontario Council of Catholic Bishops AIDS A Catholic Educational Approach to HIV –

Durham Catholic District School Board Our Journey Begins Junior Kindergarten School Visits

St. Clair Catholic District School Board Building Literacy 1999 (revised 2001)

Section 10

Community Connections

Most children entering kindergarten are happy, healthy and well adjusted. But, from time to time children enter school with some difficulties to overcome. In many cases parents have already been in contact with community services to provide assistance. However some families may have little or no contact with the social and health services available to them. This section, when completed with local resources, can assist the teacher in referring parents and caregivers to appropriate community supports.

Many student needs such as the learning difficulties or speech and language problems are addressed through student services departments at local school boards. Please refer to local procedure for accessing these services. Other family based needs such as nutrition education, parenting skills, recreation programs can be accessed through local community service agencies. Every community in the province provides services for health, welfare and recreation for residents. These agencies can be located through your local health unit. You may also wish to confer with the Special Education Resource teacher at your school in completing this chart.

Ontario Early Years Centres can assist parents and caregivers to:



- Participate with their children in a range of programs and activities
- Get answers to questions
- Get information about programs and services that are available for young children
- Talk to early years professionals, as well as other parents and caregivers in the community.

To help parents and caregivers find an **Early Years Centre** in your area, please access www.ontarioearlyyears.ca and click on “locations” to find a centre near you. This web site also features a library of information about the first six years of your child's life.

If parents want to know how to get information about services for children, to the age of six, direct them to call or visit the local Ontario Early Years Centre.

Local Contact Numbers

Teachers may wish to complete the following chart in order to have this information at hand during parent interviews

Service	Agency	Local Contact Information
General Children's Services	Ontario Early Years Centre(s)	
General Health Inquiries	Local Health Unit	
Recreational Services		
Local Libraries		
Assistance for children with moderate or severe learning disabilities		
Assistance for children with speech and language or communication difficulties		
Assistance for children with behavioural difficulties		
Assistance for children with vision difficulties		
Assistance for children with auditory difficulties		

Long Range Planning Templates and Sample Plans

Long range planning is a foundation for a well organized classroom program in any grade. It is particularly important in kindergarten to create a program that emphasizes and builds on prior learning. This plan should articulate the goals of the teacher over the course of the year, and help in organizing curriculum opportunities and activities that will help students achieve the expectations. Long range plans should consider the academic, social, emotional and spiritual goals for all of the students in the class. A good long range plan allows for flexibility within the classroom setting and encourages optimizing on unplanned opportunities for learning that often arise in early years classrooms.

The following pages contain a sample template used by the authors in 2006-2007 and blank templates for long range planning for 2007-2008.

They have been created to demonstrate what long range planning in Junior and Senior Kindergarten may look like. This template was created to highlight the planning framework using *In God's Image* as a foundation.

Sample Long Range Planning Templates for 2006-2007

These templates were created with Microsoft Word Calendar. The information on the calendar is contained in text boxes which can be manipulated to size. This is only a sample to demonstrate how long range plans can be created using the framework and a printed calendar from any program may be used. Teachers may also wish to use a pre-printed calendar such as a desk calendar to create their own template.

September 2006 Long Range Planning JK/SK

Teacher -

	<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>		
						1	2		
	“In God’s Image” drives instruction in an integrated curriculum.		Considerations for Mathematics Program <ul style="list-style-type: none"> ○ Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation. ○ Use talk, modelling, authentic language, manipulatives, promote problem solving, exploration and practise through follow-up activities. 			Computer Integration Ideas <ul style="list-style-type: none"> - orientation to class room computer - listening centre 			
3	Literacy Program Components <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 		4	5	6	7	8	9	
		<u>Labour Day</u>	“JUST GETTING STARTED” WEEK! Establish routines and expectations for children, materials and resources. Begin to organize and develop personal portfolios <ul style="list-style-type: none"> • Introduce Theme 1 “Come In! Come In!” and Theme 3 “What’s Your Name?” 				Monthly Art Activities <ul style="list-style-type: none"> ◆ Handprints ◆ Leaf nametags ◆ This is me tree p.53 		
10			11	12	13	14	15	16	
			Continue Theme 1 “Come In! Come In!” p. 35, 36 +37 and Theme 3 “What’s Your Name?” P. 53 Math- data management, graphing, ordering. Shared Reading- “I Like Me” and “The Wheels on the Bus”					Monthly Drama Activities <ul style="list-style-type: none"> ◆ Yoga - lion family ◆ House cook 	
17			18	19	20	21	22	23	
			Introduce Theme 2 “Family Matters” p. 45 Math-data management, ordering and sequencing, first, next, then, last or finally Shared Reading- “Bo and Peter”, JK’s-“I Like Me” and “The Wheels on the Bus”					Monthly Science Activities <ul style="list-style-type: none"> ◆ Vermi-composter ◆ Sorting by food groups 	
24			25	26	27	28	29	30	
			Introduce Theme 8 “Do You Like It?” p. 103- Sound It Out! Math- data management, ordering and sequencing, first, next, then, last or finally Shared Reading- “Monday, Monday”, Jk’s- “Bo and Peter”						
			Phys. Ed. Skills and Activities <ul style="list-style-type: none"> - spatial awareness - My body in space - Yoga poses- review for SK’s 		Healthy Living <ul style="list-style-type: none"> - choosing healthy snacks - bus and school safety - fire drills 		Sand and Water Table Activities <ul style="list-style-type: none"> - graduated sized containers, smallest to largest - pouring 		

October 2006 Long Range Planning JK/SK

Teacher -

Computer Integration Ideas

-videotape kids doing weather reports, play on computer in class

Considerations for Mathematics Program

- o Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.

“In God’s Image” drives instruction in an integrated curriculum.

Tue Wed Thu Fri Sat

1	2	3	4	5	6	7	
Theme #9 p. 110 Do You need it? Math- data management, describing attributes, sorting Shared Reading- “We’re Going on a Leaf Hunt”							
8	9	10	11	12	13	14	
Literacy Program Components <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 	Thanksgiving	Continue Theme #10 It’s Falling! P.121 Math- data management, describing attributes, sorting, patterning Shared Reading- “A Colour of His Own” by Leo Lionni				Monthly Art Activities <ul style="list-style-type: none"> ◆ Rainbow Pictures p.104 ◆ Blending colours ◆ Creating Jack o Lanterns 	
	15	16	17	18	19	20	21
	Theme #14 It’s Night, It’s Day! P. 150 Math- data management, measuring, counting, patterning Shared Reading- “Pumpkin Pumpkin” by Titherington						Monthly Drama Activities <ul style="list-style-type: none"> ◆ Going on a Lion Hunt ◆ Shadow puppets
22	23	24	25	26	27	28	
		L. Callaghan-Drama					
Theme #10 It’s Falling p. 121 Math- measuring, counting, patterning Shared Reading- “Old Lady Who Was Not Afraid of Anything”							
29	30	31					
		VPP Lion, Witch, etc					
Theme #14 It’s Night, It’s day! P. 153 Math- measuring, counting, patterning Shared Reading- “Farmer Brown” (colours) by McCracken							
Phys. Ed. Skills and Activities -Balance - Skipping, hopping - Song experience games			Healthy Living - food groups - school safety (rules)		Sand and Water Table Activities - melting colour cubes - mixing colours		
Monthly Science Activities <ul style="list-style-type: none"> ◆ melting ice cubes in water table ◆ Can you see colours in the dark? 							

November 2006 Long Range Planning

Teacher -

	<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>		
	“In God’s Image” drives instruction in an integrated curriculum.			1	2		3		
			Computer Integration Ideas Use stamps in KidPix to demonstrate understanding of # concepts and to familiarize the kids with the tools.			Considerations for Mathematics Program <ul style="list-style-type: none"> ○ Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation. ○ Use talk, modelling, authentic language, manipulatives, promote problem solving. exploration and practise through follow-up activities. 			
5	<u>Literacy Program Components</u> <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 		6	7	8	9	10	11	
			Theme #22 Cultural days p. 214 Peace Be with You! Math-spatial sense, shapes 2-D Shared Reading- Squeak! By Kristen Murray						
12			13	14	15	16	17	18	
			Theme #14 Cont’d It’s Night, It’s day! P. 150 Math- spatial sense, shapes 3-D Shared Reading- God Made Our World by Jennifer Root Wilger						
19			20	21	22	23	24	25	
	Theme#15 Celebrate the Earth! P. 160 Amazing Air and Theme #7 Can You Touch It? Math- spatial sense, shapes 3-D, location and number Shared Reading- My Five Senses by Alik								
26	27	28	29	30					
	Theme #7 My Senses - Can you See It? Christmas sights Math- spatial sense, location and number Shared Reading- - I Spy by Frank and Jenny Press								
	Phys. Ed. Skills and Activities <ul style="list-style-type: none"> - co-operative games - Yoga continued - Ball activities; throwing, bouncing, catching 			Healthy Living <ul style="list-style-type: none"> -pollution/caring for the earth - dressing for the weather 		Sand and Water Table Activities <ul style="list-style-type: none"> - float and sink - water wheels - properties of wet sand 			
						<u>Monthly Art Activities</u> <ul style="list-style-type: none"> ◆ Poppies to decorate tree ◆ Blow painting ◆ Balloon prints <u>Monthly Drama Activities</u> <ul style="list-style-type: none"> ◆ Vivaldi’s Four Seasons-Fall ◆ “Windy Weather” <u>Monthly Science Activities</u> <ul style="list-style-type: none"> ◆ Wonderful Wet Water p. 159 ◆ Water as a source of energy 			

December 2006 Long Range Planning JK/SK

Teacher -

	<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>						
	“In God’s Image” drives instruction in an integrated curriculum.			Computer Integration Ideas Christmas Nativity Activities		Considerations for Mathematics Program <ul style="list-style-type: none"> ○ Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation. ○ Use talk, modelling, authentic language, manipulatives, promote problem solving, exploration and practise through follow-up activities. 							
December 2-7													
3	Literacy Program Components <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 						4	5	6	7	8	9	Monthly Art Activities <ul style="list-style-type: none"> ◆ Footsteps to Christmas ◆ Decorating cards ◆ Christmas shapes at easel
	Theme - #16 Walking in the Light! and Theme #7 My Senses - Can You Smell It? Christmas scents												
	Math- number sense, data management												
	Shared Reading- Advent song												
10	11	12	13	14	15	16	Monthly Drama Activities <ul style="list-style-type: none"> ◆ gingerbread puppets ◆ re-enact Nativity 						
	Theme #16 Walking in the light! Cont'd and Theme #7 My Senses - Can You Hear It? Christmas sounds												
	Math- number sense, data management												
	Shared Reading- Christmas poems												
17	18	19	20	21	22	23	Monthly Science Activities <ul style="list-style-type: none"> ◆ baking gingerbread ◆ scented playdough 						
	Theme #16 Walking in the light! Cont'd and Theme #7 My Senses - Can You Taste It? Christmas flavours												
	Math- number sense, data management												
	Shared Reading- The Gingerbread Man by McCracken												
24	25	26	27	28	29	30							
	Holidays												
31	Phys. Ed. Skills and Activities <ul style="list-style-type: none"> - Christmas dance- song experience games - Yoga continued 		Healthy Living <ul style="list-style-type: none"> - Using our senses to keep us safe 		Sand and Water Table Activities <ul style="list-style-type: none"> - measuring - sand-measuring containers 								

January 2007 Long Range Planning JK/SK

Teacher -

“In God’s Image” drives instruction in an integrated curriculum.

		<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>	
	1	2	3	4	5	6	
		Computer Integration Ideas - Student Link KP - Wiggleworks cont'd		Considerations for Mathematics Program <ul style="list-style-type: none"> o Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation. o Use talk, modelling, authentic language, manipulatives, promote problem solving, exploration and practise through follow-up activities. 			
7	8	9	10	11	12	13	
14	Theme- Earth Times #11 It's Snowing p. 126-127 Math- Making Connections Shared Reading- Shoveling Snow by Pat Cummings						Monthly Art Activities ♦ Snowflakes ♦ Popcorn art ♦ Crayon relief, wash
	15	16	17	18	19	20	
21	Theme - Earth Times #11 It's Snowing and Theme #9 Do You Need It? P.112 The Clothes Basket Math- Data management, seriation Shared Reading- Where Do You Live? By McCracken						Monthly Drama Activities ♦ Vivaldi's 4 seasons- winter ♦ Creative mov't – snow, move like various animals
	22	23	24	25	26	27	
28	Theme - Earth Times #11 It's Snowing p. 128-129 Math- Data management, seriation Shared Reading- Animals in Winter by Henrietta Bancroft						Monthly Science Activities ♦ melting snow ♦ making solutions; what dissolves? ♦ Examine animal habitats
	29	30	31				
	Phys. Ed. Skills and Activities - song experience games - Yoga continued, strength exercises - Working with partners		Healthy Living - dressing for the weather - spreading germs		Sand and Water Table Activities - heaps of snow in water table - properties of wet sand		

- Literacy Program Components**
- ♦ Shared Reading
 - ♦ Read Alouds
 - ♦ Guided Reading
 - ♦ Independent Reading
 - ♦ Phonics and Word Study
 - ♦ Modelled Writing
 - ♦ Shared Writing
 - ♦ Interactive Writing
 - ♦ Guided Writing
 - ♦ Independent Writing
 - ♦ Diagnostic, formative & summative evaluation
 - ♦ Media Materials

February 2007 Long Range Planning JK/SK

Teacher -

Computer Integration Ideas
Student Link and Geometer's Sketchpad

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
"In God's Image" drives instruction in an integrated curriculum.		Considerations for Mathematics Program <ul style="list-style-type: none"> ○ Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation. ○ Use talk, modelling, authentic language, manipulatives, promote problem solving, exploration and practise through follow-up activities. 			<u>Professional Activity Day</u>	
4	5	6	7	8	9	10
<u>Literacy Program Components</u> <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 		Theme #22 Cultural days p. 218 –219 Send Out Some Love <u>Math- number sense</u> <u>Shared Reading- Valentine's Poem</u>				<u>Monthly Art Activities</u> <ul style="list-style-type: none"> ◆ Creating valentines ◆ Marble painting ◆ Finger painting
		11	12	13	14	
◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials		Theme #5 All My Feelings p. 68 <u>Math- number sense</u> <u>Shared Reading- The Jacket I Wear in the Snow by Shirley Neitzel and Tillie's Tulip by McCracken</u>				<u>Monthly Drama Activities</u> <ul style="list-style-type: none"> ◆ Community helper costumes ◆ Restaurant ◆ Post office
		18	19	20	21	
◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials		Shrove Ash Theme #25 All Hands Community Helpers p. 238-240 <u>Math- number sense</u> <u>Shared Reading- Fire! Fire! Said Mrs. McGuire by Bill Martin Jr.</u>				<u>Monthly Science Activities</u> <ul style="list-style-type: none"> ◆ Building ◆ Examining simple machines ◆ magnets
		25	26	27	28	
◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials		Theme #25 All Hands Community Helpers p. 238-240 <u>Math- number sense</u> <u>Shared Reading- Bread, Bread, Bread by Ann Morris</u>				
		<u>Phys. Ed. Skills and Activities</u> <ul style="list-style-type: none"> - Yoga continued - Working with partners and small groups to create letters, numbers, machines, etc. 		<u>Healthy Living</u> <ul style="list-style-type: none"> - fire safety - people who help us in the community 		

March 2007 Long Range Planning JK/SK

Teacher -

Computer Integration Ideas
 - use Appleworks Draw tools
 and Geometers' Sketchpad cont'd

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
<p>“In God’s Image” drives instruction in an integrated curriculum.</p>				1	<p>Considerations for Mathematics Program</p> <ul style="list-style-type: none"> ○ Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation. ○ Use talk, modelling, authentic language, manipulatives, promote problem solving, exploration and practise through follow-up activities. 		
4	<p>5 6 7 8 9</p> <p>Theme - Church Times #17 p. 174 Math- Making Connections Shared Reading- The Gift by Diana Yurkovic</p>					10	<p>Monthly Art Activities</p> <ul style="list-style-type: none"> ◆ Our Caring Tree p. 178 ◆ Decorate eggs ◆ Eggshell collages ◆ Draw a Bug’s Eye View
11	<p>12 13 14 15 16</p> <p style="text-align: center;">March Break</p>					17	<p>Monthly Drama Activities</p> <ul style="list-style-type: none"> ◆ restaurant ◆ puppets
18	<p>19 20 21 22 23</p> <p>Theme- Church Times #17 p. 175 Math- Patterns Shared Reading- Five Little Chickens by McCracken</p>					24	<p>Monthly Science Activities</p> <ul style="list-style-type: none"> ◆ examine- life cycle of birds ◆ signs of spring ◆ magnification
25	<p>26 27 28 29 30</p> <p>Theme - Church Times #17 p. 178 Math- Patterns Shared Reading- Easter poems</p>					31	
<p>Phys. Ed. Skills and Activities</p> <ul style="list-style-type: none"> - Yoga continued - Creating letters and shapes with our bodies 			<p>Healthy Living</p> <ul style="list-style-type: none"> - playing safely outside - pool safety 		<p>Sand and Water Table Activities</p> <ul style="list-style-type: none"> - twigs and sticks in sand table - plastic grass in water table 		

April 2007 Long Range Planning JK/SK

Computer Integration Ideas

Appleworks Draw and Geometers' Sketchpad

Teacher -

"In God's Image" drives instruction in an integrated curriculum.

Considerations for Mathematics Program

- Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.
- Use talk, modelling, authentic language, manipulatives, promote problem solving, exploration and practise through follow-up activities.

Sun		Mon		Tue		Wed		
1	2	3	4	5	Good Friday			
		Theme Church Times #17 Math- Measurement Shared Reading- The Miracle of Easter by Beth Robinson						
8	9	10	11	12	13	14		
Literacy Program Components <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 	Easter Monday		Theme #26 Trees are Full of life! P. 246 + 249 Math- Measurement Shared Reading- The Miracle of Easter (cont'd) by Beth Robinson				Monthly Art Activities <ul style="list-style-type: none"> ◆ Making Kites ◆ Sand pictures 	
	15	16	17	18	19	20	21	
			Theme #15 Celebrate the Earth! P. 158 Math- Measurement Shared Reading- Earthworms by Keith Pigdon				Monthly Drama Activities <ul style="list-style-type: none"> ◆ Vivaldi's 4 seasons Spring 	
22	23	24	25	26	27	28		
		Theme- Theme #15 Celebrate the Earth! Amazing Air p.160-161 Math- Measurement Shared Reading- Little Cloud by Eric Carle				Professional Activity Day		<ul style="list-style-type: none"> ◆ Creative mov't, wind, crawling creatures ◆ puppets
29	30							
		Theme- Theme #15 Celebrate the Earth Math- Spatial sense Shared Reading- Kites by (school resource)						Monthly Science Activities <ul style="list-style-type: none"> ◆ vermi-composter ◆ digging in the garden ◆ exploring nests ◆ flying kites
		Phys. Ed. Skills and Activities		Healthy Living		Sand and Water Table Activities		
		<ul style="list-style-type: none"> - tag games - spring dance - Yoga continued 		<ul style="list-style-type: none"> - Dress for the weather - Bike safety 		<ul style="list-style-type: none"> - water animals - creatures that burrow in sand 		

May 2007 Long Range Planning JK/SK

Teacher -

Computer Integration Ideas

- Create a talking book using File Maker Pro and Appleworks Draw

	Sun	Mon	Tue	Wed	Thu	Fri	Sat		
			1	2	3	4	5		
	“In God’s Image” drives instruction in an integrated curriculum.		Considerations for Mathematics Program <ul style="list-style-type: none"> ○ Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation. ○ Use talk, modelling, authentic language, manipulatives, promote problem solving. exploration and practise through follow-up activities. 						
6	<u>Literacy Program Components</u> <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 		7	8	9	10	11	12	
			Theme #28 Bugs and Crawly things Math- Spatial sense Shared Reading- The Very Hungry Caterpillar by Eric Carle					<u>Monthly Art Activities</u> <ul style="list-style-type: none"> ◆ caterpillars ◆ Drip drop butterflies P. 134 ◆ Mother’s Day art ◆ P. 257 Budding Artists- T-shirt 	
13			14	15	16	17	18	19	
			Theme #27 Flowers Make my World Beautiful Math- Number Sense Shared Reading- The T-Shirt Song by Claude Belanger						
20			21	22	23	24	25	26	
			Holiday		Theme It’s Blooming – Hook Line and Sinker p. 147 Math- Number Sense Shared Reading- The Longest Journey in the World by William Barrett Morris				
27			28	29	30	31			
			Theme #27 Flowers Make my World Beautiful Math- Measurement Shared Reading- Jesus Appears to His Followers by Jody Brolsma					<u>Monthly Science Activities</u> <ul style="list-style-type: none"> ◆ float and sink ◆ properties of materials ◆ Fishing p147 	
	Pentecost Sunday May 27 th Acts 2:1-11		<u>Phys. Ed. Skills and Activities</u> <ul style="list-style-type: none"> - Creative movement- moving like animals - Yoga continued- strength, endurance, flexibility 		<u>Healthy Living</u> <ul style="list-style-type: none"> - Dressing for the Weather - street safety - sun screen 		<u>Sand and Water Table Activities</u> <ul style="list-style-type: none"> - float and sink, sorting objects - materials that absorb and repel water - Popsicle sticks and stones 		

June 2007 Long Range Planning JK/SK

Teacher -

Computer Integration Ideas
-talking book continued

	<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>		
	“In God’s Image” drives instruction in an integrated curriculum.					Considerations for Mathematics Program <ul style="list-style-type: none"> ○ Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation. ○ Use talk, modelling, authentic language, manipulatives, promote problem solving, exploration and practise through follow-up activities. 			
3	<u>Literacy Program Components</u> <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 		4	5	6	7	8	9	<u>Monthly Art Activities</u> <ul style="list-style-type: none"> ◆ Father’s day art ◆ I like it when you... p. 226 ◆ White paint, blue background
10			11	12	13	14	15	16	<u>Monthly Drama Activities</u> <ul style="list-style-type: none"> ◆ animal movement ◆ parachute play
17	<u>Literacy Program Components</u> <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 		Theme #23 Mother’s Day- Father’s Day <u>Math- Measurement</u> <u>Shared Reading- I am a Pirate by McCracken</u>					23	<u>Monthly Science Activities</u> <ul style="list-style-type: none"> ◆ Traces in the Sand p. 143 ◆ Puff a Cloud! p. 144
24			18	19	20	21	22	23	<u>Monthly Science Activities</u> <ul style="list-style-type: none"> ◆ Traces in the Sand p. 143 ◆ Puff a Cloud! p. 144
	<u>Literacy Program Components</u> <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 		Theme#33 Goodbyes- p.304 My Art Remembers <u>Math- Measurement</u> <u>Shared Reading- There’s a Spider on the Floor by McCracken</u>					30	<u>Monthly Science Activities</u> <ul style="list-style-type: none"> ◆ Traces in the Sand p. 143 ◆ Puff a Cloud! p. 144
			25	26	27	28	29	30	<u>Monthly Science Activities</u> <ul style="list-style-type: none"> ◆ Traces in the Sand p. 143 ◆ Puff a Cloud! p. 144
	<u>Literacy Program Components</u> <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials 		Theme #33 Goodbyes – Memories are Forever p. 302 <u>Math- Making Connections</u> <u>Shared Reading- It Looked like Split Milk by Charles D. Shaw</u>					30	<u>Monthly Science Activities</u> <ul style="list-style-type: none"> ◆ Traces in the Sand p. 143 ◆ Puff a Cloud! p. 144
			Theme #33 Goodbyes Alive in Our Hearts p. 303 <u>Math- Shared Reading- The Universe by Josephine Croser</u>					30	<u>Monthly Science Activities</u> <ul style="list-style-type: none"> ◆ Traces in the Sand p. 143 ◆ Puff a Cloud! p. 144
	<u>Phys. Ed. Skills and Activities</u> - Yoga - Revisit favourite song experience games - Parachute play		<u>Healthy Living</u> - dress for the weather - use of sunscreen - beach safety		<u>Sand and Water Table Activities</u> -free choice				

Blank Planning Template for 2007-2008

September 2007 Long Range Planning

Teacher -

JK and/or SK

Computer Integration Ideas

"In God's Image" drives instruction in an integrated curriculum.

Tue

Wed

Thu

Fri

Sat

Considerations for Mathematics Program

- Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.
- Use talk, modelling, authentic language, manipulatives, shared math lessons, guided math lessons, promote problem solving, exploration and practise through follow-up activities.

Literacy Program Components

- ◆ Shared Reading
- ◆ Read Alouds
- ◆ Guided Reading
- ◆ Independent Reading
- ◆ Phonics and Word Study
- ◆ Modelled Writing
- ◆ Shared Writing
- ◆ Interactive Writing
- ◆ Guided Writing
- ◆ Independent Writing
- ◆ Diagnostic, formative & summative evaluation
- ◆ Media Materials
- ◆ Literacy Document

Labor Day

"JUST GETTING STARTED" WEEK! Establish routines and expectations for children, materials and resources. Begin to organize and develop personal portfolios including samples of painting, cutting, writing journals

Monthly Art Activities

Monthly Drama Activities

Monthly Science Activities

Phys. Ed. Skills and Activities

Healthy Living

Sand and Water Table Activities

30

1

8

15

22

29

November 2007 Long Range Planning

“In God’s Image” drives instruction in an integrated curriculum.

Considerations for Mathematics Program

- Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.
- Use talk, modelling, authentic language, manipulatives, shared math lessons, guided math lessons, promote problem solving, exploration and practise through follow-up

Computer Integration Ideas

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		October 29	October 30	October 31	1	2	3
					[Empty Box]		<u>Monthly Art Activities</u>
4		5	6	7	8	9	10
		[Empty Box]					<u>Monthly Drama Activities</u>
		12	13	14	15	16	17
		[Empty Box]					
		19	20	21	22	23	24
		[Empty Box]					<u>Monthly Science Activities</u>
		26	27	28	29	30	
		[Empty Box]					
		<u>Phys. Ed. Skills and Activities</u>		<u>Healthy Living</u>		<u>Sand and Water Table Activities</u>	

- Literacy Program Components
- ◆ Shared Reading
 - ◆ Read Alouds
 - ◆ Guided Reading
 - ◆ Independent Reading
 - ◆ Phonics and Word Study
 - ◆ Modelled Writing
 - ◆ Shared Writing
 - ◆ Interactive Writing
 - ◆ Guided Writing
 - ◆ Independent Writing
 - ◆ Diagnostic, formative & summative evaluation
 - ◆ Media Materials
 - ◆ Literacy Document

December 2007 Long Range Planning

JK and/or SK

"In God's Image" drives instruction in an integrated curriculum.

Computer Integration Ideas

Considerations for Mathematics Program

- Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.
- Use talk, modelling, authentic language, manipulatives, shared math lessons, guided math lessons, promote problem solving, exploration and practise through follow-up activities.

<i>Sun</i>	<i>Mon</i>				<i>Fri</i>	<i>Sat</i>
						1
						8
2	3	4	5	6	7	8
[Empty Box]						
9	10	11	12	13	14	15
[Empty Box]						
16	17	18	19	20	21	22
[Empty Box]						
23	24	25	26	27	28	29
Christmas Holidays						
30	<u>Phys. Ed. Skills and Activities</u>		<u>Healthy Living</u>		<u>Sand and Water Table Activities</u>	

Monthly Art Activities

Monthly Drama Activities

Monthly Science Activities

Literacy Program Components

- ◆ Shared Reading
- ◆ Read Alouds
- ◆ Guided Reading
- ◆ Independent Reading
- ◆ Phonics and Word Study
- ◆ Modelled Writing
- ◆ Shared Writing
- ◆ Interactive Writing
- ◆ Guided Writing
- ◆ Independent Writing
- ◆ Diagnostic, formative & summative evaluation
- ◆ Media Materials
- ◆ Literacy Document

January 2008 Long Range Planning

"In God's Image" drives instruction in an integrated curriculum.

Computer Integration Ideas

Considerations for Mathematics Program

- Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.
- Use talk, modelling, authentic language, manipulatives, shared math lessons, guided math lessons, promote problem solving, exploration and practise through follow-up activities.

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5	<u>Monthly Art Activities</u> <u>Monthly Drama Activities</u> <u>Monthly Science Activities</u>
	Christmas Holidays						
6	7	8	9	10	11	12	
1	14	15	16	17	18	19	
2	21	22	23	24	25	26	
2	28	29	30	31			
	<u>Phys. Ed. Skills and Activities</u>		<u>Healthy Living</u>		<u>Sand and Water Table Activities</u>		

Literacy Program Components

- ◆ Shared Reading
- ◆ Read Alouds
- ◆ Guided Reading
- ◆ Independent Reading
- ◆ Phonics and Word Study
- ◆ Modelled Writing
- ◆ Shared Writing
- ◆ Interactive Writing
- ◆ Guided Writing
- ◆ Independent Writing
- ◆ Diagnostic, formative & summative evaluation
- ◆ Media Materials
- ◆ Literacy Document

February 2008 Long Range Planning

"In God's Image" drives instruction in an integrated curriculum.

Computer Integration Ideas

Considerations for Mathematics Program

- Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.
- Use talk, modelling, authentic language, manipulatives, shared math lessons, guided math lessons, promote problem solving, exploration and practise through follow-up.

Sun

Mon

Fri

Sat

					1	2	Monthly Art Activities	
3	4	5	6	7	8	9		
1	[Blank]							16
	11	12	13	14	15			
1	[Blank]							23
	18	19	20	21	22			
2	[Blank]							
	25	26	27	28	29			

Monthly Drama Activities

Monthly Science Activities

Literacy Program Components

- ◆ Shared Reading
- ◆ Read Alouds
- ◆ Guided Reading
- ◆ Independent Reading
- ◆ Phonics and Word Study
- ◆ Modelled Writing
- ◆ Shared Writing
- ◆ Interactive Writing
- ◆ Guided Writing
- ◆ Independent Writing
- ◆ Diagnostic, formative & summative evaluation
- ◆ Media Materials
- ◆ Literacy Document

Phys. Ed. Skills and Activities

Healthy Living

Sand and Water Table Activities

March 2008 Long Range Planning

“In God’s Image” drives instruction in an integrated curriculum.

Considerations for Mathematics Program

- Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.
- Use talk, modelling, authentic language, manipulatives, shared math lessons, guided math lessons, promote problem solving, exploration and practise through follow-up. activities.

Computer Integration Ideas

Sun	Mon				Fri	Sat
						1 <u>Monthly Art Activities</u>
2 <u>Literacy Program Components</u> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials ◆ Literacy Document	3 Science – Strand 3	4	5	6	7	8
	10	11	12	13	14	1 <u>Monthly Drama Activities</u>
	<u>March Break</u>					
	17	18	19	20 Holy Thursday	21 Good Friday	2 <u>Monthly Science Activities</u>
	24 Easter Monday	25	26	27	28	2
	31 <u>Phys. Ed. Skills and Activities</u>		<u>Healthy Living</u>		<u>Sand and Water Table Activities</u>	

April 2008 Long Range Planning

“In God’s Image” drives instruction in an integrated curriculum.

Considerations for Mathematics Program

- Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.
- Use talk, modelling, authentic language, manipulatives, shared math lessons, guided math lessons, promote problem solving, exploration and practise through follow-up.

Computer Integration Ideas

		<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>		
	March 31		1	2	3	4	5	Monthly Art Activities		
6		7	8	9	10	11	12		Monthly Drama Activities	
13		14	15	16	17	18	19			
20		21	22	23	24	25	26	Monthly Science Activities		
27		28	29	30	May 1	May 2				

- Literacy Program Components
- ◆ Shared Reading
 - ◆ Read Alouds
 - ◆ Guided Reading
 - ◆ Independent Reading
 - ◆ Phonics and Word Study
 - ◆ Modelled Writing
 - ◆ Shared Writing
 - ◆ Interactive Writing
 - ◆ Guided Writing
 - ◆ Independent Writing
 - ◆ Diagnostic, formative & summative evaluation
 - ◆ Media Materials
 - ◆ Literacy Document

Phys. Ed. Skills and Activities

Healthy Living

Sand and Water Table Activities

May 2008 Long Range Planning

“In God’s Image” drives instruction in an integrated curriculum.

Considerations for Mathematics Program

- Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.
- Use talk, modelling, authentic language, manipulatives, shared math lessons, guided math lessons, promote problem solving, exploration and practise through follow-up.

Computer Integration Ideas

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2	3
4	Literacy Program Components <ul style="list-style-type: none"> ◆ Shared Reading ◆ Read Alouds ◆ Guided Reading ◆ Independent Reading ◆ Phonics and Word Study ◆ Modelled Writing ◆ Shared Writing ◆ Interactive Writing ◆ Guided Writing ◆ Independent Writing ◆ Diagnostic, formative & summative evaluation ◆ Media Materials ◆ Literacy Document 	5	6	7	8	9	10
11		12	13	14	15	16	17
18	19	20	21	22	23	24	25
25	26	27	28	29	30	31	
	Phys. Ed. Skills and Activities		Healthy Living		Sand and Water Table Activities		

Monthly Art Activities

Monthly Drama Activities

Monthly Science Activities

June 2008 Long Range Planning

“In God’s Image” drives instruction in an integrated curriculum.

Considerations for Mathematics Program

- Focus on key principles or Big Ideas. Plan for diagnostic, formative and summative evaluation.
- Use talk, modelling, authentic language, manipulatives, shared math lessons, guided math lessons, promote problem solving, exploration and practise through follow-up.

Computer Integration Ideas

	<i>Sun</i>	<i>Mon</i>				<i>Fri</i>	<i>Sat</i>	
1								
							7	<u>Monthly Art Activities</u>
8								
							1	
15								
							2	<u>Monthly Drama Activities</u>
22								
					Professional Activity Day	Summer Holidays Begin!	2	<u>Monthly Science Activities</u>
29								
	<u>Phys. Ed. Skills and Activities</u>		<u>Healthy Living</u>		<u>Sand and Water Table Activities</u>			

- Literacy Program Components**
- ◆ Shared Reading
 - ◆ Read Alouds
 - ◆ Guided Reading
 - ◆ Independent Reading
 - ◆ Phonics and Word Study
 - ◆ Modelled Writing
 - ◆ Shared Writing
 - ◆ Interactive Writing
 - ◆ Guided Writing
 - ◆ Independent Writing
 - ◆ Diagnostic, formative & summative evaluation
 - ◆ Media Materials
 - ◆ Literacy Document

Religion and Family Life Education Core Map: Kindergarten

Unifying Catholic Theme: Stewardship of Creation

Essential Question: *Where is God?*

Essential Questions Provides a focus for study	Content Describes the subject matter	Skills The precise outcomes students are expected to know	Assessment Examples of opportunities for students to demonstrate understanding of content skills	Ontario Catholic School Graduate Expectations
Religion				
<i>Where is God at Christmas?</i>	Scripture	<ul style="list-style-type: none"> Recognize Advent as a waiting time Experience the gift of God among us Celebrate the story of Jesus' birth. 	<ul style="list-style-type: none"> Demonstrate an understanding of stories read to them Listen and respond to stories read to them 	CGE 2a
<i>Where is God when we pray?</i>	Prayer and Sacramental Life	<ul style="list-style-type: none"> Discover that God is with us when we pray Participate in a simple prayer Celebrate God's love using story, song, symbol and gesture 	<ul style="list-style-type: none"> Willingly participate in simple prayer Communicate thoughts and feelings Respond in music, art, drama and dance 	CGE 1f CGE 1i CGE 2c
<i>Where is God in Creation?</i>	Profession of Faith	<ul style="list-style-type: none"> Explore and experience elements of creation as a trace of God 	<ul style="list-style-type: none"> Express their feelings of wonder and curiosity about the world Willingly explore and experiment Demonstrate an understanding of and care for the world Recognize special places with the community 	CGE 4a CGE 4b CGE6c CGE 7d CGE7i
Family Life				
<i>How do we respect God when we care for ourselves, others and the world?</i>	Christian Moral Development	<ul style="list-style-type: none"> Celebrate me/my body as a trace of God Embrace a welcoming environment as a trace of God Discover and appreciate my uniqueness as a trace of God <p><i>AIDS: A Catholic Educational Approach to HIV</i></p> <p>1. Christian Response:</p> <ul style="list-style-type: none"> Understand that God created and loves all people when they are sick and when they are well. Jesus especially showed God's love for little children <p>2. Basic Information</p> <p>3. Transmission & Prevention</p> <ul style="list-style-type: none"> Share personal experience what it means to feel well and to feel sick 	<ul style="list-style-type: none"> Demonstrate a positive attitude toward themselves, others and the world Contribute to Catholic classroom community 	CGE 7j CGE 7h

Curriculum Integration - Kindergarten

Catholic Theme: *Stewardship For Creation*

Essential Question: *Where is God?*

The Catholic theme and essential question emerges out of the foundational program, *In God's Image*.

Catholic educators must ask: How do I make this concept and essential question visible in the Kindergarten Program?

Personal & Social Development	Class expectations: i.e. <i>"In this class we are all friends, we take care of each other and we make each other happy."</i> Litterless snacks; community helpers – care for us and our community; use the natural environment, i.e. lakes for swimming, boating, fishing and water supply Physical Education: we care for our bodies by being healthy, healthy bodies are active bodies, good nutrition and healthy snacks
Language	Read and respond to stories about the earth, care of the earth – Why Do We Recycle? The Kapok Tree; read and recite prayers; share personal prayers and petitions; journal entries on special days i.e. I love you baby Jesus at Christmas, Thank you Jesus at Easter, Thank you God at Thanksgiving; create cards for Mother's Day and Father's Day, Valentines Day Dramatic Play centers – dress up and retell the Christmas story; people puppets, wild animal puppets
Mathematics	Data Management: sort recycling; sort animals – endangered, wild, domestic Number Sense: count days of Lent; use people counters, animal and insect counters, rocks, shells and other natural materials Measurement: count the weeks of Advent; identify the days of the week by the activities that take place e.g.; Sunday is church day
Science & Technology	Life cycles: plants, insects, animals – new life at Easter Seasons – cycles of the earth Web of creation – everything is connected, God created us to depend on each other Participate in recycling, planting, yard cleanup – Help God care for the earth Care for a classroom pet or plant Science center – new and different items to explore and investigate
Health and Physical Education	
The Arts	Use and re-use "junk" in art projects; sing "Take a Walk to Christmas" and "Praise God for New Life"; dance the birthday polka; art work such as crosses and nativity scenes

Pacing Chart

September to Advent	Advent	Epiphany to Lent	Easter and Pentecost	Pentecost to June
<i>Stewardship For Creation</i>	<i>Hope</i>	<i>Stewardship For Creation</i>	<i>Faith</i>	<i>Stewardship For Creation</i>