

**REVISED**

# Curriculum Expectations **Kindergarten**

for

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



**2006**

**Personal and Social Development**

**Overall Expectations**

<b>kp1</b>	A. demonstrate a sense of identity and a positive self-image;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp2</b>	B. demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp3</b>	C. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp4</b>	D. demonstrate an ability to use problem-solving skills in a variety of social contexts;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp5</b>	E. identify and use social skills in play and other contexts;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp6</b>	F. demonstrate an awareness of their surroundings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Self-Awareness and Self-Reliance**

<b>kp7</b>	1. recognize personal interests, strengths, and accomplishments [A]* Student Talk: "I can sing a song in my language." "I can count." "I can write my name." "I did up my own zipper." "I can reach the lights now." "I can play soccer." "I take piano lessons." "I'm a good runner." "I can draw pictures." "I helped my dad set the table."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp8</b>	2. identify and talk about their own interests and preferences [A] Student Talk: "I like dancing at the powwow!" "I like collecting bugs but I don't like spiders." "Gym is fun!"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp9</b>	3. express their thoughts (e.g., on a science discovery, on something they have made) and share experiences (e.g., experiences at home, cultural experiences) [A]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp10</b>	4. develop empathy for others, and acknowledge and respond to each other's feelings (e.g., tell an adult when another child is hurt/sick/upset, role-play emotions with dolls and puppets) Teacher Prompts: "Why is the main character in the story scared? How would you feel? What do you think he could do to make himself feel better?" [B]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp11</b>	5. demonstrate respect and consideration for individual differences and alternative points of view (e.g., help a friend who speaks another language, adapt behaviour to accommodate a classmate's ideas) [B]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp12</b>	6. talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others (e.g., traditions, birthdays, cultural events, myths, Canadian symbols, holidays) [B]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp13</b>	7. demonstrate self-reliance and a sense of responsibility (e.g., separate willingly from parents when they arrive at school, dress themselves at school, make choices and decisions on their own, take care of personal belongings, know when to seek assistance, know how to get materials they need) [C]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp14</b>	8. demonstrate a willingness to try new activities (e.g., experiment with new materials/tools, try out activities in a different learning centre, join in the singing of a song, select and persist with challenging activities, experiment with writing) [C]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp15</b>	9. begin to demonstrate self-control (e.g., be aware of and label their own emotions, accept help to calm down, calm them-selves down after being upset) and adapt behaviour to different contexts within the school environment (e.g., follow routines and rules in the classroom, gym, library, playground) [C]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp16</b>	10. demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks (e.g., choose learning centres independently, try something new, persevere with tasks) [C]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp17</b>	11. interact cooperatively with others in classroom events and activities (e.g., offer and accept help in group situations, join in small- and large-group games and activities, join in democratic decision making) [C]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>kp18</b>	12. adapt to new situations (e.g., having visitors in the classroom, having a different teacher occasionally, going on a field trip, riding the school bus; initially: adapt with a great deal of support from the teachers; eventually: adapt with less assistance) [C]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Social Relationships**

- kp19 13. use a variety of simple strategies to solve social problems (e.g., seek assistance from the teacher when needed, use pictures and/or words to express their feelings, develop an awareness of honesty, talk to peers about possible solutions) [D] □ □ □
- kp20 14. act and talk with peers and adults by expressing and accepting positive messages (e.g., use an appropriate tone of voice and gestures, give compliments, give and accept constructive criticism, use “I” messages) [E] Student Talk: “Fatima helped me pick up the blocks.” “I didn’t like it when you took my book.” “That’s a good painting.” □ □ □
- kp21 15. demonstrate the ability to take turns in activities and discussions (e.g., engage in play activities with others, listen to peers and adults) [E] Student Talk: “You can be the firefighter this time.” □ □ □
- kp22 16. demonstrate an awareness of ways of making and keeping friends (e.g., sharing, listening, talking, helping; entering into play or joining a group with guidance from the teacher) [E] Student Talk: “I like what you’re building, can I help?” “Do you want to look at this book with me?” “Let’s put on a puppet show.” “Do you want to be the waiter? I’d like to order a pizza, please.” □ □ □

**Awareness of Surroundings**

- kp23 17. identify people who work in the community, and talk about what they do (e.g., farmer, park ranger, police officer, nurse, Aboriginal healer, store clerk, engineer, baker) [F] □ □ □
- kp24 18. recognize special places and buildings within their community, both natural and human-made, and talk about their functions (e.g., farm, church, hospital, mosque, sweat lodge, arena, mine, cave) [F] □ □ □
- kp25 19. develop an awareness of ways in which people adapt to the places in which they live (e.g., children in cities may live in high-rise buildings and use sidewalks and the subway; children in the country may take the bus to school) [F] □ □ □
- kp26 20. demonstrate an awareness of different kinds of weather and ways in which people adapt to the weather (e.g., wearing sunscreen, wearing hats and boots, using an umbrella, flying kites, taking part in winter and summer sports) [F] □ □ □

**Language**

**Overall Expectations**

- kl1 A. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts; □ □ □
- kl2 B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher; □ □ □
- kl3 C. use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials; □ □ □
- kl4 D. communicate in writing, using strategies that are appropriate for beginners; □ □ □
- kl5 E. demonstrate a beginning understanding and critical awareness of media texts. □ □ □

**Oral Communication**

- kl6 1. explore sounds, rhythms, and language structures with guidance and on their own (e.g., generate rhymes, including nonsense words; identify syllables through actions, such as clapping; manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays) [A]\* □ □ □

- kl7**      2. listen and respond to others for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; at the learning centres; while engaged in games and outdoor play; while making scientific observations of creatures outdoors) [A] Student Talk: Initially (when taking on the role of parent at the house centre) "The baby is crying." Eventually "Don't cry, I'll change your diaper for you." "I'm making a house. What are you making? I think you should paint yours blue." □ □ □
- kl8**      3. follow one- and two-step directions in different contexts (e.g., in classroom routines; music, drama, and dance activities; outdoor play; learning centres; large-group activities) [A] □ □ □
- kl9**      4. use language in various contexts to connect new experiences with what they already know (e.g., contribute ideas orally during shared or interactive writing; contribute to conversations at learning centres; respond to teacher prompts) [A] Student Talk: "I made a sandcastle like this at the beach." "I built a snowman with my brother like the one in the story." □ □ □
- kl10**     5. use language to talk about their thinking, to reflect, and to solve problems [A] Teacher Prompts: "I wonder how you knew that." "How did you figure that out?" "What were you thinking about?" □ □ □
- kl11**     6. use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using) [A] Student Talk: At the block centre: "We put a roof on our house." At the water centre: "I poured the water in the funnel." After listening to a book being read about farming and then creating a farm with blocks: "My silo doesn't have any grain in it yet." □ □ □
- kl12**     7. ask questions for a variety of purposes (e.g., for direction, for assistance, for obtaining information, for clarification, for help in understanding something) and in different contexts (e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud activities and shared reading; while making observations on a class walk; in small groups at learning centres) [A] □ □ □
- kl13**     8. begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal directions from the teacher; vary tone of voice when dramatizing; name feelings that are expressed in facial expressions in photos or illustrations; recognize when someone is upset) [A] □ □ □
- kl14**     9. describe personal experiences, using vocabulary and details appropriate to the situation [A] Student Talk: Initially "We went out for supper." "My dad and I went out for supper." Eventually "Last night I went out for supper with my dad because Oma was busy." □ □ □
- kl15**     10. orally retell simple events and simple familiar stories in proper sequence [A] Student Talk: Initially "We cooked the apples." Eventually "First we had to peel all of the apples. Then we cut them up and cooked them. Then we mashed them and ate the apple sauce." Initially "Humpty Dumpty fell down and couldn't get up." Eventually "Humpty Dumpty was sitting on a wall and he fell down. The king and his men tried to help him but he was too broken and they couldn't fix him. The end." □ □ □
- kl16**     11. demonstrate awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words (e.g., identify or predict rhyming words; clap syllables in words; replace or delete the initial sounds in a word in songs, poems, chants, name games) [A,C] □ □ □

**Reading**

- kl17**     12. demonstrate an interest in reading (e.g., expect to find meaning in pictures and text, choose to look at reading materials, respond to texts read by the teacher, reread familiar text, confidently make attempts at reading) [B, C] □ □ □

kl18	13. identify personal preferences in reading materials (e.g., choose fiction and non-fiction books, magazines, posters, computerized interactive texts that they enjoy) in different contexts (e.g., teacher read-alouds, shared experiences in reading books, independent reading time) [B,C] Student Talk: "I like the bug books because I really like spiders." "Read the book about Thomas again! It was funny." "I'm making a maze. I read books with mazes all the time."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
kl19	14. respond to a variety of materials read aloud to them (e.g., participate in oral discussions after reading; ask questions to clarify understanding; dramatize familiar stories at the retelling or drama centre; paint, draw, or construct models of characters or settings) [B,C] Teacher Prompts: After reading a book about a forest: "How do you think the author feels about forests? How do you think the author wants us to feel about forests? Why do you think there are photographs instead of illustrations in the book?" After reading a book about a social issue relevant to the class: "Who is this book written for? What would this story be about from another point of view?"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
kl20	15. use illustrations to support comprehension of texts that are read by and with the teacher (e.g., initially: use the information in the pictures in a storybook as they tell the story; eventually: use pictures to support predictions and to confirm the meaning of a word) [B, C]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
kl21	16. use prior knowledge to make connections (e.g., to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the teacher [B,C] Student Talk: "I live in an apartment,too." "That's just like the other bookwe read." "My grandpa and I collectedrocks and we made an Inukshuk likethe one on the postcard." "That bookis just like a movie I saw."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
kl22	17. make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (e.g., use the cover pictures and/or title to determine the topic and/or text form) [B,C] Teacher Prompts: "What do you thinkthis book might be about? How didyou figure that out?" "What kind ofbook do you think this is? What doesthe picture tell us about what mighthappen in the book? What clues didyou use to help you figure that out?" "What words do you think might be inthis book?" "What do you know aboutbirds that will help us read this book?"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
kl23	18. retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props (e.g., use props such as finger puppets or flannel-board characters; use plastic models at the sand table to tell the story of the Gingerbread Man) [B,C]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
kl24	19. retell information from non-fiction materials that have been read by and with the teacher in a variety of contexts (e.g., read-alouds, shared reading experiences), using pictures and/or props [B, C] Student Talk: Initially "First he was a caterpillar, then he was a butterfly." Eventually "First the butterfly is an egg, then it turns into a caterpillar, the caterpillar spins a chrysalis, and then it's a beautiful butterfly."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
kl25	20. demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., hold the book the right way up; start at the beginning of the book; turn the pages in the correct order; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages; follow the print with a pointer for the class as a story is read aloud during shared reading) [B,C]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
kl26	21. demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels at learning centres, in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter) [B,C] Student Talk: "It's a capital T." "That's m." "That word starts like my name – Jasdeep."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- kl27** 22. begin to use reading strategies to make sense of unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships; initially: tell a story using the pictures, recognize some familiar names or words; eventually: read patterned and simple texts<sup>3</sup>) [C] Teacher Prompts: "Let's do a picture walk of the book." "I noticed that you looked at the picture before you tried that word." "If you think the word is jump, then what letter will we see when we lift the sticky note?"
2. Note: Examples of patterned and simple texts are: Reading Recovery: patterned text, levels 2, 3; simple text, levels 3, 4, 5, 6; Fountas and Pinnell: patterned text, levels B, C; simple text, levels C, D; PM Benchmark: patterned text, levels 2, 3; simple text, levels 3, 4, 5, 6; DRA: patterned text, levels 2, 3; simple text, level 4; Alphakids: patterned text, levels 2, 3; simple text, levels 3, 4, 5, 6.

**Writing**

- kl28** 23. demonstrate interest in writing (e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils) and choose to write in a variety of contexts (e.g., draw or record ideas at learning centres) [D]
- kl29** 24. demonstrate an awareness that writing can convey ideas or messages (e.g., contribute ideas to modelled, shared, or interactive writing experiences; ask the teacher to write out new words for them; ask questions about the meaning of something in print) [D] Student Talk: "What does that say?" "What does it mean?"
- kl30** 25. write simple messages (e.g., a grocery list on unlined paper; a greeting card made on a computer; labels for a block or sand construction), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words (e.g., initially: use pictures and strings of random letters; eventually: use such familiar words as I, to, and my, and such spelling approximations as "I lv u mum" or "dnt tuch") [D] Teacher Prompts: "Stretch the word and listen to the sounds." "What sound do you hear at the beginning (middle, end) of that word?" "Whose name starts with that sound?"
- kl31** 26. begin to use classroom resources to support their writing (e.g., a classroom word wall that is made up of children's names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books) [B,D]
- kl32** 27. experiment with a variety of simple writing forms for different purposes and in a variety of contexts (e.g., write letters at the post office centre; make signs at the block centre; record their findings at the water centre or dramatic play centre; make a list of classmates' names; make greeting cards at the visual arts centre; tell stories at the writing centre or painting centre) [D]
- kl33** 28. communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (e.g., make a drawing of a day at the park and retell their experiences orally to their classmates; make a story map of "The Three Little Pigs" and retell the story individually to the teacher during a writing conference) [D]

**Understanding of Media Materials**

- kl34** 29. begin to respond critically to animated works (e.g., cartoons in which animals talk, movies in which animals go to school) [E] Teacher Prompts: "Whom do you think the people who created this cartoon made it for?" "Who do you think likes to watch cartoons or animated works?" "What is it about this cartoon that makes you want to watch it?"
- kl35** 30. communicate their ideas verbally and non-verbally about a variety of media materials (e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD) [E] Teacher Prompt: "How was Yen's thinking about the DVD/video different from yours?"

- kl36 31. view and listen to a variety of media materials (e.g., videos, photographs, posters, menus, advertisements), and respond critically to them [E] Teacher Prompts: "Someone made this poster. Whom do you think he or she wanted to look at it? Why?" "Sometimes when you buy cereal, there are toys in the box. Why do you think the people who made the cereal put toys in there?"

**Mathematics**

**Overall Expectations**

- km1 A. demonstrate an understanding of number, using concrete materials to explore and investigate counting, quantity, and number relationships;
- km2 B. measure and compare length, mass, capacity, area, temperature of objects/materials, and the passage of time, using non-standard units, through free exploration, focused exploration, and guided activity;
- km3 C. describe, sort, classify, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation;
- km4 D. explore, recognize, describe, and create patterns, using a variety of materials in different contexts;
- km5 E. sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts.

**Number Sense and Numeration (Quantity Relationships; Counting; Operational Sense)**

- km6 1. investigate the idea that quantity is greater when counting forwards and less when counting backwards (e.g., use manipulatives to create a quantity number line; move along a number line; move around on a hundreds carpet; play simple games on number-line game boards; build a structure using blocks, and describe what happens as blocks are added or removed) [A]\* Student Talk: Initially "This is getting bigger." "Every time I add a block, my building gets taller." Eventually "We need three more blocks to finish the base."
- km7 2. investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects (e.g., find out which of two cups contains more or fewer beans, using counters; investigate the ideas of more, less, and the same, using five and ten frames; compare two sets of objects that have the same number of items, one set having the items spread out, and recognize that both sets have the same quantity [concept of conservation]; recognize that the last count represents the actual number of objects in the set [concept of cardinality]; compare five beans with five blocks, and recognize that the number 5 represents the same quantity regardless of the different materials [concept of abstraction]) [A] Student Talk: "Let's count the cars. I have six and you have five. That means I have one more. Let's get another one so we can have the same." "You counted 35 buttons. I go even higher. I can count 40 buttons." Sample Problems: "Let's find out how many marbles I can hold in my hand. How many do you think? Let's count and see. How many marbles can you hold in your hand? Let's count. Do you have more or less than me?"
- km8 3. recognize some quantities without having to count, using a variety of tools (e.g., dominoes, dot plates, dice, number of fingers) or strategies (e.g., composing and decomposing numbers, subitizing) [A] Teacher Prompts: "How did you know it was five? How did you figure out how many?" Student Responses: "I know it's five because it looks like the dice in my game." "It's five. I saw four red and one blue."
- km9 4. begin to use information to estimate the number in a small set (e.g., apply knowledge of quantity, use a common referent such as a five frame) [A] Student Talk: Initially "I think it will take three scoops to fill up the pail. ...It took six." Eventually "I know that is not 100. A hundred is a lot and this is only a little bit." "I think there are more than five buttons because they wouldn't all fit on a five frame."

<b>km10</b>	5. use, read, and represent whole numbers to 10 in a variety of meaningful contexts (e.g., use a hundreds chart; use magnetic and sandpaper numerals; put the house number on a house built at the block centre; find and recognize numbers in the environment; use magnetic numerals to represent the number of objects in a set; write numerals on imaginary bills at the restaurant at the dramatic play centre) [A] Student Talk: Initially "I'm five years old." Eventually (pointing to numbers in a book and reading them aloud to a classmate) "Five. There are five frogs on the log."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>km11</b>	6. use ordinal numbers in a variety of everyday contexts (e.g., line up toys and manipulatives, and identify the first, second, and so on; after reading a book, respond to the teacher's questions about who was the first or third person to come in the door; identify the first, seventh, or tenth person to arrive at school or in the group) [A]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>km12</b>	7. demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation (e.g., initially: show smaller quantities using anchors of five and ten, such as their fingers or manipulatives; eventually: show quantities to 10, using such tools as five and ten frames and manipulatives) [A] Student Talk: "I know there are seven counters because all of the ten frame is full except for three spaces." "I know there are seven counters because all of the five frame is full and there are two left over." Teacher Prompts: "Show me 3 on a five frame." "How do you know that it is 3?" "What comes in 5's [e.g., fingers, toes]?"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>km13</b>	8. investigate and develop strategies for composing and decomposing quantities to 10 (e.g., use manipulatives or "shake and spill" activities; initially: to represent the quantity of 8, the child may first count from 1 through to 8 using his or her fingers; later, the child may put up one hand, count from 1 to 5 using each finger, pause, and then continue to count to 8 using three more fingers; eventually: the child may put up all five fingers of one hand at once and simply say "Five", then count on, using three more fingers and saying "Six, seven, eight. There are eight.") [A] Student Talk: "I only have three wheels for my car. I need one more to make four." "There are five people at the snow table but we only have three shovels. We need two more shovels."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>km14</b>	9. explore different Canadian coins, using coin manipulatives (e.g., role-play the purchasing of items at the store at the dramatic play centre; determine which coin will purchase more – a loonie or a quarter) [A]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>km15</b>	10. demonstrate understanding of the counting concepts of stable order (that is, the concept that the counting sequence is always the same – 1 is always followed by 2, 2 by 3, and so on) and of order irrelevance (that is, the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting) [A]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>km16</b>	11. begin to make use of one-to-one correspondence in counting objects and matching groups of objects (e.g., one napkin for each of the people at the table) [A] Sample Problems: "I am meeting with three children. I wonder how many chairs I will need." "Show me how you know you need six cages for your lions." Student Talk: "I counted five children. I need five pieces of apple, one for each child."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>km17</b>	12. investigate addition and subtraction in everyday activities through the use of manipulatives (e.g., interlocking cubes), visual models (e.g., a number line, tally marks, a hundreds carpet), or oral exploration (e.g., dramatizing of songs) [A] Sample Problems: "How can you use the five bear counters to tell a story about them going to the woods?" "In our story, one more duck went into the pond. How many ducks are in the pond now? How do you know?"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



**Measurement (Attributes, Units, and Measurement Sense; Measurement Relationships)**

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|-------------|--|-------|
| <b>km18</b> | 13. compare and order two or more objects according to an appropriate measure (e.g., length, mass, area, temperature, capacity), and use measurement terms (e.g., hot/cold for temperature, small/ medium/large for capacity, longer/ shorter or thicker/thinner for length) [B] Student Talk: "I lined the teddy bears up from shortest to tallest." "This book is heavier than 10 cubes." "We used 5 papers to cover the small table. It took us 15 papers to cover the big table."  | □ □ □ |
| <b>km19</b> | 14. demonstrate, through investigation, an awareness of the use of different measurement tools for measuring different things (e.g., a balance is used for measuring mass, a tape measure for measuring length, a sandglass for measuring time) [B]  | □ □ □ |
| <b>km20</b> | 15. demonstrate awareness of non-standard measuring devices (e.g., feet, hand spans, string, or cubes to measure length; hand claps to measure time; scoops of water or sand to measure capacity) and strategies for using them (e.g., place common objects end to end; use cubes to plan the length of a road at the sand table or the block centre; measure the distance between the classroom and the water fountain in number of footsteps) [B,A]  | □ □ □ |
| <b>km21</b> | 16. demonstrate, through investigation, a beginning understanding of the use of non-standard units of the same size (e.g., straws, paper clips) [B,A] Sample Problems: "How many blocks make up the length of your foot?" "How many hand spans will it take to measure the table?" "We need to see if the block trolley will fit in this space. How could we measure it?" "Jason says the train track is 6 building blocks long but Chris says the track is 10 building blocks long. How can we find out how long the track is?" | □ □ □ |

**Geometry and Spatial Sense (Geometric Properties; Geometric Relationships; Location and Movement)**

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|-------------|--|-------|
| <b>km22</b> | 17. explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures (e.g., compare equilateral triangles with triangles that are not equilateral; sort different sizes of boxes, attribute blocks, 5 pattern blocks, a variety of triangles, shapes with three curved sides, objects that create an open shape with three lines) [C] Sample Problems: "Look at the objects in the sorting circle. Can you guess the rule I was using to sort them? What other objects could we put in the circle?" "Use three strips of paper to show me a triangle. Use your strips to show me something that is not a triangle." Student Talk: "We sorted our shapes into ones that are round and ones that have points." "It is a weird, long triangle but it has three sides. It looks like a triangle that is all stretched out."   | □ □ □ |
| <b>km23</b> | 18. identify and describe, using common geometric terms, two-dimensional shapes (e.g., triangle) and three-dimensional figures (e.g., cone) through investigations with concrete materials [C,A] Student Talk: "It has three straight sides. It's like the yield sign at the block centre." "It's like an ice cream cone. It has a point."   | □ □ □ |
| <b>km24</b> | 19. compose pictures and build designs, shapes, and patterns in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies (e.g., sand at the sand table, stickers, geoboards, pattern blocks, a computer program) [C,A] Sample Problem: After reading a story in which tangrams are used, the teacher asks the children to make one of the tangram designs in the story by first placing tangram pieces on a premade outline of the design, and then recreating the design by placing the tangram pieces beside the outline. The teacher could also ask what other shapes the children could make by using two magnetic shapes on a cookie sheet. Student Talk: "My house has a pointed roof." "My picture has lots of the same shapes – these ones are all round." "This house shape has a triangle on the top and a square on the bottom." "I used two triangles to make a rhombus." | □ □ □ |

- km25 20. build three-dimensional structures using a variety of materials, and begin to recognize the three-dimensional figures that the structure contains [C] Student Talk: "I built a castle. I put three cubes on the bottom. I used a cone for the tower." □ □ □
- km26 21. investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made [C,A] Student Talk: "I built a rocket ship. Look at the cone on the top. The front is a big rectangle." "I painted and stamped each side of the cube I made. I have six squares." □ □ □
- km27 22. demonstrate an understanding of basic spatial relationships and movements (e.g., use above/below, near/far, in/out; use these words while retelling a story) [C] Student Talk: "I am sitting beside my friend." "I have moved this block on top of the tower." □ □ □

**Patterning (Patterns and Relationships)**

- km29 23. identify, extend, reproduce, and create repeating patterns through investigation, using a variety of materials (e.g., attribute materials, pattern blocks, a hundreds chart, toys, bottle tops, buttons, toothpicks) and actions (e.g., physical actions such as clapping, jumping, tapping) [D] □ □ □
- km30 24. identify and describe informally the repeating nature of patterns in everyday contexts (e.g., patterns in nature, clothing, floor tiles, literature, schedules), using oral expressions (e.g., "goes before", "goes after", "morning, noon, and night", "the four seasons") and gestures (e.g., pointing, nodding) [D] Student Talk: "The next word will rhyme with wall because there is a pattern in the words." "The pattern goes 'big button, small button, bead, big button, small button, bead' so a big button goes next." □ □ □

**Data Management and Probability (Collection and Organization of Data; Data Relationships; Probability)**

- km31 25. sort, classify, and compare objects and describe the attributes used (e.g., initially: sort them into piles or collections on the basis of a common attribute; eventually: state the rule they used to sort, classify, or compare) [E] Student Talk: "I sorted my animals by size." "I grouped these all together because they are smooth." "My shoes and your shoes all have zippers." □ □ □
- km32 26. collect objects or data and make representations of their observations, using concrete graphs (e.g., conduct simple surveys and use graphs to represent the data collected from questions posed; use a variety of graphs, such as graphs using people to represent things, bar graphs, pictographs; use tally charts) [E,A] Sample Problems: "How many pockets are on our clothing today? How might we show how many pockets we have?" Student Talk: "There are five people standing in the T-shirt row and six people standing in the sweatshirt row." "More people like to eat apples than oranges." "There is only one person left on the age chart that is 4 years old." □ □ □
- km33 27. respond to and pose questions about data collection and graphs [E] Teacher Prompts: "How are these alike? Different? The same?" "Can you find another one that would go in that group?" "Let's look at our graph. What does it tell you?" "How can we use the pictograph of helpers to find someone who knows how to tie your shoe?" □ □ □
- km34 28. use mathematical language in informal discussions to describe probability (e.g., chance, never, sometimes, always) [E] □ □ □

**Health and Physical Activity**

**Overall Expectations**

- kh1 A. demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being; □ □ □
- kh2 B. participate willingly in a variety of activities that require the use of both large and small muscles; □ □ □
- kh3 C. develop control of large muscles (gross-motor control) in a variety of contexts; □ □ □
- kh4 D. develop control of small muscles (fine-motor control) in a variety of contexts. □ □ □

## Health and Well-Being

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|-------------|--|-------|
| <b>kh5</b>  | 1. begin to demonstrate an understanding of the effects of healthy, active living (e.g., having daily exercise, adequate sleep, proper hydration) on the mind and body [A]* Student Talk: "I like going for a walk after school." "My heart is beating fast." "I'm thirsty from all that running." "Feel my forehead. I'm sweating from playing outside."  | □ □ □ |
| <b>kh6</b>  | 2. investigate the benefits of nutritious foods (e.g., nutritious snacks, healthy meals, foods from various cultures) and explore ways of ensuring healthy eating (e.g., buying nutritious food for meals, avoiding foods to which they are allergic) [A] Student Talk: "Eating fruit makes me strong." "Jamal can't eat peanut butter." "I ate an apple for a snack today." Sample Contexts: field trips to a farm or grocery store, discussions in the classroom with a nutrition expert from the community                              | □ □ □ |
| <b>kh7</b>  | 3. practise and discuss appropriate personal hygiene that promotes personal, family, and community health (e.g., cover mouth when coughing or sneezing, use a tissue, wash hands, brush teeth) [A]   | □ □ □ |
| <b>kh8</b>  | 4. talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe (e.g., memorize full name, address, telephone number; use scissors, learning centre materials, playground equipment safely), including identifying and applying basic safety rules (e.g., rules for bus and traffic safety, water and fire safety, electrical safety, Internet safety, outdoor play) [A] Student Talk: "No pushing on the slide." "I wear my helmet whenever I ride my bike." "He is carrying scissors the wrong way." | □ □ □ |
| <b>kh9</b>  | 5. discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations (e.g., action in response to bullying, inappropriate touching; seeking assistance from block parents, 911, playground monitors) [A] Student Talk: "There is broken glass in the yard." "The climber is broken." "A big kid was mean to me in the playground." "If a dog that's by itself growls at me, I should look for a block parent's house."  | □ □ □ |
| <b>kh10</b> | 6. identify substances that are harmful to the body (e.g., allergens, cleaning products, inappropriate medicines, tobacco) [A]   | □ □ □ |
| <b>kh11</b> | 7. discuss what makes them happy and unhappy, and why [A] Student Talk: "I like it when my mom reads to me." "I was sad when my friend moved." "I don't like it when I feel sick."   | □ □ □ |

## Physical Development and Activity

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|-------------|---|-------|
| <b>kh12</b> | 8. participate actively in creative movement and other daily physical activities (e.g., dance, games, outdoor play, fitness breaks) [B] Student Talk: "Let's play musical hoops!"   | □ □ □ |
| <b>kh13</b> | 9. demonstrate persistence while engaged in activities that require the use of both large and small muscles (e.g., tossing and catching beanbags, skipping, lacing, drawing) [B] Student Talk: "I finally finished my painting. Come and see it." "Running around our field was hard, but I did it!"  | □ □ □ |
| <b>kh14</b> | 10. demonstrate strategies for engaging in cooperative play in a variety of games and activities [B] Student Talk: "It's your turn." "Can I try that?"  | □ □ □ |
| <b>kh15</b> | 11. demonstrate spatial awareness in activities that require the use of large muscles (e.g., find their own personal space in the gym, avoid bumping other children when moving, practise directional changes) [C] Teacher Prompts: "Move around the gym with your arms in the air. Now try moving in a different way." "How many directions can you move in?" "We're going to walk around our hoops. Now jump inside." "Be careful not to bump into your partner." "Find a space to stand where you can see me. We're going to stretch." | □ □ □ |
| <b>kh16</b> | 12. begin to demonstrate control of large muscles with and without equipment (e.g., climb and balance on playground equipment; roll, throw, and catch a variety of balls; demonstrate balance and coordination during parachute games; hop, slide, or gallop in the gym or outdoors) [C]  | □ □ □ |

- kh17** 13. begin to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement (e.g., run, jump, climb, walk on the balance beam, play beach-ball tennis, catch a ball, play hopscotch) [C] Teacher Prompts: “Can you balance on one foot?” “How many ways can you balance on a line? On two body parts? Three body parts?” □ □ □
- kh18** 14. begin to demonstrate control of small muscles in activities at a variety of learning centres (e.g., sand, water, visual arts centres) and when using a variety of materials or equipment (e.g., using small building blocks, using play dough, using salt trays, stringing beads, painting with paintbrushes, drawing, cutting paper, using a keyboard, using a mouse, writing with a crayon or pencil) [D] □ □ □
- kh19** 15. demonstrate spatial awareness by doing activities that require the use of small muscles (e.g., using board puzzles, blocks, pegboards, finger puppets; folding; pouring; sorting three-dimensional figures) [D] □ □ □
- kh20** 16. use a functional grip in written communication to produce writing that they and others can read (e.g., initially: use paintbrushes, markers, crayons that are short and thick; eventually: use pencils and unlined paper, produce letters in a range of sizes, produce a combination of upper- and lower-case letters that may include some letter reversals) [D] □ □ □

## The Arts

### Overall Expectations

- ka1** A. demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama, and dance; □ □ □
- ka2** B. demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts; □ □ □
- ka3** C. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others; □ □ □
- ka4** D. express responses to a variety of art forms, including those from other cultures; □ □ □
- ka5** E. communicate their ideas through various art forms. □ □ □

### Visual Arts

- ka6** 1. demonstrate an awareness of personal interests and a sense of accomplishment in visual arts (e.g., initially: willingly illustrate a page in a class book using their own ideas; eventually: offer to make a puppet for a play) [A]\* Student Talk: “I used to make my people like that. Now I make them this way.” □ □ □
- ka7** 2. explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways (e.g., use natural and recycled materials at a learning centre) [A,B] Student Talk: “I used leaves and torn paper to make my picture.” “We used blocks and boxes to make a sculpture like the one in the book.” “I made a print with my sponge.” □ □ □
- ka8** 3. explore different elements of design (e.g., colour, line, shape, texture, form) in visual arts (e.g., initially: create different kinds of lines with finger-paint; eventually: explore colour mixing) [B] Student Talk: “I cut a zigzag line.” “I made different shapes with play dough.” □ □ □
- ka9** 4. use or demonstrate understanding of vocabulary related to visual arts in informal conversations and in discussions about their learning (e.g., describe the shapes, colours, or types of lines used in their painting; talk about and point out techniques used by an illustrator in a picture book; respond to the teacher’s questions about the textures in a collage) [B] Student Talk: “I used a wiggly line.” “I made a rubbing of my leaf.” “I glued seeds on my picture to make it bumpy.” □ □ □
- ka10** 5. use problem-solving skills and their imagination to create visual art forms (e.g., choose materials to make a three-dimensional structure stable; choose an alternative way to fasten the materials if the first way is unsuccessful) [C] Teacher Prompt: “I wonder how you are going to make sure your sculpture doesn’t collapse.” □ □ □

- ka11 6. express their responses to visual art forms by making connections to their own experiences or by talking about the form [D] Teacher Prompts: "What does Tommy's painting make you think of?" "I wonder why the painter used so many wavy lines." Student Responses: "That boy looks scared in the picture. I don't like being in the dark either." "All the wavy lines make the picture look as if it's moving." □ □ □
  
- ka12 7. respond to a variety of visual art forms from various cultures, including their own (e.g., paintings, fabrics, sculptures, illustrations) [D] □ □ □
  
- ka13 8. communicate their understanding of something (e.g., a familiar story, an experience, a song, a play) by representing their ideas and feelings through visual art [E] Student Talk: "I'm painting a picture of the girl in the story we read." "I'm making a scary mask for the troll." □ □ □

**Music**

- ka14 9. demonstrate an awareness of personal interests and a sense of accomplishment in music (e.g., initially: move to music in their own way or spontaneously keep the beat during a chant; eventually: choose rhythm instruments to make the sound effects they want for a song) [A] Student Talk: "I like to use the cymbals." "I used drums to make the sound of thunder." "I know that song. I'll sing it for you." □ □ □
  
- ka15 10. explore a variety of tools and materials of their own choice (e.g., spoons, castanets, rhythm sticks, music software) to create music in familiar and new ways (e.g., initially: use shakers that they have made at a learning centre to keep the beat in a familiar song; eventually: add sound effects to a computerized slide show) [A, B] □ □ □
  
- ka16 11. explore different elements (e.g., beat, sound quality, speed, volume) of music (e.g., clap the beat of a song; tap their feet on carpet and then on tile, and compare the sounds; experiment with different instruments to accompany a song) [B] Teacher Prompts: "What different kinds of sounds can we make with the instruments?" "What instruments could we use to make a sound like horses' hooves?" "I wonder what this song would sound like if we sang it faster and softer." □ □ □
  
- ka17 12. use or demonstrate understanding of vocabulary related to music (e.g., names of instruments; words for sound quality, speed, and volume) in informal conversations and in discussions about their learning [B] Student Talk: "That's a drum. It made a loud boom." "This song keeps getting faster." "I'm keeping the beat with my foot." □ □ □
  
- ka18 13. use problem-solving skills and their imagination to create music (e.g., experiment with different instruments to create a rhythm pattern to accompany a familiar song; contribute to making a variation on a familiar song with the class) [C] □ □ □
  
- ka19 14. express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form [D] Teacher Prompts: "What does this song make you think of?" "I wonder why the singer sang the last verse quickly." □ □ □
  
- ka20 15. respond to music from various cultures, including their own (e.g., folk songs, Aboriginal chants, songs in different languages) [D] Student talk: "I heard that song at a wedding. It makes me want to dance." "I can sing a song in my language." □ □ □
  
- ka21 16. communicate their understanding of something (e.g., a book, an experience, a painting) by participating in musical activities (e.g., songs, chants) [E] Student Talk: "We made our sticks sound like thunder." □ □ □

**Drama and Dance**

- ka22 17. demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance (e.g., contribute their own ideas to role playing; move in ways of their choice in free dance; create their own actions for a song or chant and/or follow actions created by a classmate) [A] □ □ □

ka23	18. explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways (e.g., use large blocks to create structures for dramatic play, use flashlights for shadow puppets, use streamers for dance movement) [A, B]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ka24	19. explore different elements of drama (e.g., character, setting, dramatic structure) and dance (e.g., rhythm, space, shape) [B] Teacher Prompts: "What happened first? Next? At the end?" "How many different ways can you move in your space?" "Let's move like the elephants in the story."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ka25	20. use or demonstrate understanding of vocabulary related to drama and dance in informal conversations and in discussions about their learning (e.g., words related to the concepts of roles, props, speed, direction, level) [B] Student Talk: "I'll be the bus driver." "Let's make some puppets for our play." "I can dance really fast." "I was a leaf falling. I started up high, then I spun around, then I fell on the ground."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ka26	21. use problem-solving skills and their imagination to create drama and dance (e.g., try out different voices for parts of a story or chant; find different ways to move to music, trying to connect the movement with the mood and speed of the music; create a sequence of movements) [C]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ka27	22. express their responses to drama and dance by moving, by making connections to their own experiences, or by talking about drama and dance [D] Teacher Prompts: "How did the way Sean pretended to be the troll make you feel?" "What did the group's puppet show make you think of?" Student Responses: "He scared me when he yelled 'trip trap trip trap'." "That puppet show we saw was just like the story we read."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ka28	23. dramatize rhymes, stories, legends, and folk tales from various cultures, including their own (e.g., use actions, pictures, words, or puppets to tell a story at the dramatic play centre or at the block centre) [D]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ka29	24. communicate their understanding of something (e.g., a poem, a story, a piece of music) through drama and dance (e.g., move like the animals in a poem; find different ways to move to music or a teacher prompt; move as if they are outside on a windy day after hearing a story about the wind; freeze like a statue) [E]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Science and Technology**

**Overall Expectations**

ks1	A. demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ks2	B. conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation, and communicating findings);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ks3	C. demonstrate an understanding of and care for the natural world;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ks4	D. investigate and talk about the characteristics and functions of some common materials, and use these materials safely;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ks5	E. recognize and use safely some common forms of technology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Exploration and Experimentation**

ks6	1. describe some natural occurrences, using their own observations and representations (e.g., drawings, writing) [A]* Student Talk: "The snow is melting." "The leaves are turning red." "The rain made the worms come out." Sample Contexts: guided discussions, conversations with peers, learning centres	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ks7	2. sort and classify groups of living and non-living things in their own way (e.g., using sorting tools such as hula hoops, sorting circles, paper plates, T-charts, Venn diagrams) [A] Teacher Prompts: "How will we sort these things? What is the same? What is different?" "Show (tell) me how you sorted them." "What is the name for all the things in this group?" "I wonder how else you could sort these."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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| <b>ks8</b>  | 3. describe and/or represent, using their own observations, patterns and cycles in the natural world (e.g., respond to the teacher's questions; use concrete materials to show the life cycle of a frog) [A] Teacher Prompts: "What patterns do you see in the leaves we collected?" "How can you use pictures and words to keep track of how your bean plant is growing?"  | □ □ □ |
| <b>ks9</b>  | 4. pose questions and make predictions and observations before and during investigations (e.g., initially: explore freely; eventually: pose questions and discuss their observations with teacher guidance) [B] Teacher Prompts: "What would happen if we added snow to water?" "Let's mark how far your car travelled past the ramp this time. What could you change to make the car go farther?"  | □ □ □ |
| <b>ks10</b> | 5. select and use materials to carry out their own explorations (e.g., initially: select specific materials to build something; eventually: propose changes to the plan when prompted by the teacher), and communicate their intentions [B] Student Talk: "We need to put more blocks on the bottom so our tower won't fall over this time."  | □ □ □ |
| <b>ks11</b> | 6. communicate results and findings from individual and group investigations (e.g., explain and/or show how they made their structure; draw conclusions from an experiment; record ideas using pictures, numbers, labels) [B] Student Talk: "The boat stays up. Let's put some shells in the boat. Will it go down now? When we put all the shells in the boat, it sinks."  | □ □ □ |
| <b>ks12</b> | 7. investigate, in various ways, how different forces make things move (e.g., observe the effect that wind has on different objects, try out different ways to make a boat move in water, try to make a waterwheel move with water, explore ways in which different toys move) [B]  | □ □ □ |
| <b>ks13</b> | 8. demonstrate an awareness of local natural habitats through exploration and observation (e.g., communicate their findings about how a particular environment is used and what lives there, compare similarities and differences between such environments as the school yard and a park, talk about what would happen if something in the environment changed) [C] Teacher Prompts: "What might we notice if we went back to the woods in the winter?" "I wonder what would happen if we planted trees in our school yard." | □ □ □ |
| <b>ks14</b> | 9. participate in environmentally friendly activities in the classroom and the school yard (e.g., put scrap paper in the scrap paper bin, put garbage in the waste receptacle, help maintain trees and plants in the school yard, turn off lights when leaving the classroom) [C]   | □ □ □ |
| <b>ks15</b> | 10. investigate various materials that have different properties (e.g., sand can be wet or dry, wood floats but rocks sink, rubber balls bounce better than plastic balls) by manipulating and comparing them safely in individual and small-group explorations, and describe their observations [D] Student Talk: "I can see through the plastic wrap. I can't see through the tinfoil."   | □ □ □ |

### Use of Technology

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|-------------|---|-------|
| <b>ks16</b> | 11. demonstrate an awareness of the safe use of all materials and tools used in class (e.g., walk when carrying scissors, wear goggles at the technology centre, clean up spilled water with a sponge or mop) [E]   | □ □ □ |
| <b>ks17</b> | 12. experiment with simple machines and common objects (e.g., construct gears using gear kits; use funnels, plastic tubing, or egg beaters to explore how water moves at the water centre; use a balance scale with different objects), and describe their investigations [E] Student Talk: Initially "My door works." Eventually "My door opens like a real door." Teacher Prompts: "How will your imaginary people get in and out of your building?" "How can you make your gears move at different speeds?" "I wonder what would happen if you put water in a different funnel." | □ □ □ |

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| <b>ks18</b> | 13. investigate and use familiar technological items (e.g., different wheeled vehicles, a CD player or computer, a hammer and nails, a calculator, a variety of scoops at the sand table), and describe their use in daily life [E] Student Talk: "I need a stapler to makemy book." "If we use the big scoop, it won't take as long to fill this big pail." Teacher Prompts: "Who do you think would use this tool? What would they use it for?" "What else could we use this item for?" | □ □ □ |
| <b>ks19</b> | 14. solve problems while designing and constructing things, using a range of tools, materials, and techniques (e.g., build a house for toy people with found materials; build a tower with boxes of different sizes; design and build a bird feeder using recycled materials) [E] Teacher Prompts: "Which materials worked best?" "How would you solve the problem differently next time?" "What was challenging for you?" "Can you show us how you solved your problem?"                 | □ □ □ |
| <b>ks20</b> | 15. investigate and discuss how familiar objects are designed to meet a human need (e.g., buttons for fastening clothes, shoes for walking, bandages for protecting cuts, wheels for moving things) [E]   | □ □ □ |