

**Grade: Kindergarten**

**Time Frame: 14 days**

**(September 8 – 30, 2015)**

**Developed by: Alissa Davies and Ashley Speakman**



Important Considerations Prior to Unit: Send home introductory letter to parents. Include a consent form regarding FOIP and allowing photographs of children that will be used for assessment, website, and other class related matters.

Table of Contents

Desired Results (The “Intentions”) 3

Unit Overview 3

Unit Rationale 4

Established Goals 5

Enduring Understandings 6

Essential Questions 6

Assessment Evidence (“The Evaluation”) 7

Unit Assessment Plan 7

Assessment Tools 16

Diagnostic Assessment 16

Assessment For, As and Of Learning 16

Learning Plan (The “Activities”) 17

Ongoing Activities 17

Important Vocabulary 17

Unit Calendar 18

Putting It All Together (“The Display”) 24

Bulletin Boards 24

Bibliography of Resources 25

Books: 25

Videos/Music: 25

Full Group 25

Viewing 25

Miscellaneous 25

Websites: 25

Computers 25

Teacher Resources 26

Appendices 27

Appendix I: Lesson Plans and Supporting Materials 27

Appendix II: Evaluation Instruments 28

Reflections 29

# Desired Results (The “Intentions”)

## Unit Overview

In the “All About Me” unit, students celebrate their individuality by becoming aware of who they are as unique individuals and finding out how they belong as a part of a larger group. They explore their likes, dislikes, characteristics and talents. In addition they discover who their classmates’ likes, dislikes, characteristics and talents in order to find out what things they have in common with one another. In doing so, students and teachers alike learn about one another and begin to build a positive class environment and a sense of community where all students feel they belong in the classroom.

This unit takes into consideration outcomes from six of the seven learning areas in the Kindergarten Program of Studies (Early Literacy, Citizenship and Identity, Environment and Community Awareness, Personal and Social Responsibility, Physical Skills and Well-being, and Creative Expression). In addition, the Information and Communication Technology (ICT) curriculum is infused into instructional activities. While the unit covers many outcomes as is shown on page 5 “Established Goals,” there is a strong tie in to the Citizenship and Identity curriculum as students learn GLO K.1 “I Am Unique” and GLO K.2 “I Belong.” A lot of the exploration of these outcomes will occur during Full Group Activities wherein students will listen to stories about being unique while still belonging. Students will then participate in activities to help them apply their learning and learn more about themselves. As they do so they will engage in learning of other areas to include developing perceptual motor skills and exploring self-expression through creative thought. In addition to Full Group, students will watch videos during Viewing that will reinforce GLO K.1 “I Am Unique” and GLO K.2 “I Belong.”

Finally, the “All About Me” unit will provide the foundation for knowledge the students will require for both academic and social success in school. During other subject areas such as

Printing, Computers, Recess, Snack, and Book Buddies, students will begin to develop new skills, learn the rules and responsibilities of the classroom and the school, and cultivate positive attitudes, behaviors, and relationships towards self, others, and learning.

## Unit Rationale

This unit forms an important foundation for students entering kindergarten. This “All About Me” unit provides the opportunity to find out more about each student’s likes and dislikes during the first month of the school year. This unit supports the purpose of the guided principles in the Kindergarten Program Statement in that the principles are designed to “reflect on the nature of young children and their learning to make informed instructional decisions and create learning environments that are responsive to children’s diverse needs; capabilities; learning styles; dispositions and cultural, social, linguistic backgrounds” (Alberta Education, Kindergarten Program Statement, 1). Through lessons and activities, students are able to explore and learn more about themselves while the teacher simultaneously learns about the students. Based on this collaborative learning, the teacher gathers information that can both guide future instructional decisions and help create a learning environment that will support the students throughout the teaching year.

2. Comprehends and responds personally and critically to oral, print and other media texts

**Specific Learner Expectations**

*The child:*

**Uses Strategies and Cues**

**Uses comprehension strategies**

• Asks questions and makes comments during listening and reading activities

**Uses phonics and structural analysis**

• Begins to make connections among sounds, letters, words, pictures and meaning

**Uses references**

• Copies scribed words and print texts to assist with writing

**Responds to Texts**

**Experiences various texts**

• Participates in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs

•Listens and views attentively

**CREATIVE AND CULTURAL EXPRESSION**

**CITIZENSHIP AND**

**IDENTITY**

**Being Together**

Skills and Processes

**Social Participation as a Democratic Process**

*Students will:*

K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building:

• Consider the needs of others

• Work and play in harmony with others to create a safe and caring environment

• Demonstrate a willingness to share space and resources

Develops positive relationships with others

**Specific Learner Expectations**

*The child:*

• demonstrates a positive, caring attitude toward others; e.g. expresses and accepts encouragement and demonstrates fair play

Accepts and practices responsibility

**Specific Learner Expectations**

*The child:*

• develops a sense of responsibility for tasks at school

• Follows the rules and routines of familiar environments; e.g., classroom, school and library

• Follows directions of the teacher and other school staff

**PERSONAL AND SOCIAL RESPONSIBILITY**

Contributes to group activities

**Specific Learner Expectations**

*The child:*

• Listens to peers and adults

• Takes turns in activities and discussions

**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**.

F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

**Specific Outcomes**

1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down.

F5 Students will practice the concepts of ergonomics and safety when using technology

**Specific Outcomes**

1.2 demonstrate safe behaviors when using technology

Develops positive attitudes and behaviors toward learning

**Specific Learner Expectations**

*The child:*

•Participates actively in learning tasks

•Identifies and begins to demonstrate effective listening

•Expresses preferences, and identifies personal likes and dislikes

Develops fine motor and perceptual motor skills through participation in a variety of activities

**Specific Learner Expectations**

*The child:*

• develops perceptual-motor skills through activities involving eye-hand coordination; e.g., looking at picture books, stringing beads, cutting, pasting, drawing and collage work

Acquires basic locomotor, nonlocomotor and manipulative skills through developmentally appropriate movement activities in a variety of environments

**Specific Learner Expectations**

*The child:*

• experiences and develops locomotor skills through a variety of activities; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding

• experiences the basic skills in a variety of environments; e.g., playground

## Established Goals

Uses materials in the environment and community and becomes aware of how others use materials

**Specific Learner Expectations**

*The child:*

• uses simple tools in a safe and appropriate manner

• recognizes the need to care for materials and uses materials without wasting them

**ENVIRONMENT AND COMMUNITY AWARENESS**

K.2 I Belong

GLO: Students will demonstrate an understanding and appreciation of the characteristics and interest those unit members of communities and groups

**Specific Outcomes**

**Knowledge and Understanding**

*Students will:*

K.2.3. examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:

• What brings people together in a group?

K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:

• What are the rules at home, at school and in the community?

• Are there similar rules at home, at school and in the community?

K.1 I am Unique

GLO: Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual’s unique identity.

**Specific Outcomes**

**Values and Attitudes**

*Students will:*

K.1.3. examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:

• what are my gifts, talents, interests and characteristics?

• How do my gifts, talents; interests and characteristics make me a unique individual?

**PHYSICAL SKILLS AND**

**WELL-BEING**

Develops attitudes and behaviors that promote a healthy lifestyle, wellness and safety for self and others

**Specific Learner Expectations**

*The child:*

• Demonstrates an understanding of basic rules and fair play

• Describes and observes safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground

• Begins to identify and observe safety rules in such situations at in the school, school bus, pedestrian, playground, bicycle or motor vehicle passenger safety

• Identifiesand uses positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions

Assumes responsibility to lead an active way of life

**Specific Learner Expectations**

*The child:*

• Shows a willingness to listen to directions and simple explanations

**Theme:**

**All About Me**

Explores self-expression through creative thought and through language, art, movement, music and drama

**Specific Learner Expectations**

*The child:*

• Explores and express ideas, perceptions, feelings, and thoughts in a variety of forms; e.g., art, music, drama and movement

• Experiment with a variety of art materials to create two and three-dimensional forms

• Experiments with line, color, shape, texture and pattern in diverse media to explore and express ideas

• Participates in action songs and singing games

• Uses imagination creatively in dramatic play; e.g., story, puppets, role play and mime

3. Manages ideas and information

**Specific Learner Expectations**

*The child:*

**Plans and Focuses**

**Focuses attention**

• attends to oral, print and other media texts on topics of interest

•makes statements about topics under discussion

**Organizes, Records and Evaluates**

**Records information**

• represents and talks about ideas and information; dictates to a scribe

4. Enhances the clarity and artistry of communication

**Specific Learner Expectations**

*The child:*

**Enhances and Improves**

**Enhances legibility**

• forms recognizable letters by holding a pen or pencil in an appropriate and comfortable manner

• explores the keyboard, using letters, numbers, and the space bar

**Attends to Conventions**

**Attends to spelling**

• prints own name, and copies environmental print and words with personal significance

****

1. Listening • Reading • Viewing

• Speaking • Writing • Representing

All the language arts are interrelated and interdependent; facility in one strengthens and supports the others.

|  |  |
| --- | --- |
| Enduring Understandings | Essential Questions |
| *Students will understand that…** Their likes, dislikes, talents and characteristics make them unique and special.
* Rules, responsibilities, and commonalities bring people together to form a community where all belong despite their differences.
* In order to build a caring community one must have a positive attitude, behavior and respect for others.
 | * What are my likes and dislikes?
* In what ways am I unique?
* In what ways do I belong?
* How can I work together with others?
* How can I be a good friend?
 |

# Assessment Evidence (“The Evaluation”)

|  |
| --- |
| Unit Assessment Plan |
|  **Learning Outcomes**  |  |  | **Assessments**  |
| **Title** | **Recess –****Rating Scale with Anecdotal Notes** | **Snack –****Rating Scale with Anecdotal Notes** | **Computers –****Rating Scale with Anecdotal Notes** | **Book Buddies – Rating Scale with Anecdotal Notes** | **Journal –****Rating Scale with Anecdotal Notes; Rubric** | **Printing –****Rating Scale with Anecdotal Notes; Rubric** | **Full Group –****Rating Scale with Anecdotal Notes; Rubric** | **Viewing –****Rating Scale with Anecdotal Notes** |
| **Type (Formative/Summative)** | **Formative** | **Formative** | **Formative** | **Formative** | **Formative & Summative** | **Formative & Summative** | **Formative & Summative** | **Formative** |
| **Weighting** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Early Literacy** **2. Comprehends and responds personally and critically to oral, print and other media texts** |
| **Uses comprehension strategies**• Asks questions and makes comments during listening and reading activities |  |  |  | **√** |  |  | **√** | **√** |
| **Uses phonics and structural analysis**• Begins to make connections among sounds, letters, words, pictures and meaning |  |  |  |  | **√** | **√** | **√** |  |
| **Uses references**• Copies scribed words and print texts to assist with writing |  |  |  |  | **√** | **√** | **√** |  |
| **Experiences various texts**• Participates in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs |  |  | **√** | **√** |  |  | **√** | **√** |
| **Experiences various texts**•Listens and views attentively |  |  |  | **√** |  |  | **√** | **√** |
| **Early Literacy** **3. Manages ideas and information**  |
| **Focuses attention**• Attends to oral, print and other media texts on topics of interest |  |  |  |  |  |  | **√** | **√** |
| **Focuses attention**• Makes statements about topics under discussion |  |  |  |  |  |  | **√** | **√** |
| **Organizes, Records and Evaluates** **Records information**• Represents and talks about ideas and information; dictates to a scribe  |  |  |  |  |  |  | **√** |  |

|  |
| --- |
| **Early Literacy** **4. Enhances the clarity and artistry of communication**  |
| **Enhances legibility** • Forms recognizable letters by holding a pen or pencil in an appropriate and comfortable manner |  |  |  |  |  | **√** |  |  |
| **Enhances legibility** • Explores the keyboard, using letters, numbers, and the space bar |  |  | **√** |  |  |  |  |  |
| **Attends to spelling**• Prints own name, and copies environmental print and words with personal significance  |  |  |  |  |  | **√** |  |  |
| **Physical Skills & Well-Being:****Acquires basic locomotor, nonlocomotor and manipulative skills through developmentally appropriate movement activities in a variety of environments** |
| • Experiences and develops locomotor skills through a variety of activities; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding | **√** |  |  |  |  |  |  |  |
| • Experiences the basic skills in a variety of environments; e.g., playground | **√** |  |  |  |  |  |  |  |

|  |
| --- |
| **Physical Skills & Well-Being:****Develops fine motor and perceptual motor skills through participation in a variety of activities** |
| • Develops perceptual-motor skills through activities involving eye-hand coordination; e.g., looking at picture books, stringing beads, cutting, pasting, drawing and collage work | **√** |  | **√** |  |  | **√** | **√** |  |
| **Physical Skills & Well-Being:****Develops attitudes and behaviors that promote a healthy lifestyle, wellness and safety for self and others** |
| • Demonstrates an understanding of basic rules and fair play | **√** |  |  |  |  |  |  |  |
| • Describes and observes safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground | **√** | **√** |  |  |  |  |  |  |
| • Begins to identify and observe safety rules in such situations at in the school, school bus, pedestrian, playground, bicycle or motor vehicle passenger safety | **√** | **√** |  |  |  |  |  |  |
| • Identifiesand uses positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions  | **√** | **√** |  |  |  |  |  |  |

|  |
| --- |
| **Physical Skills & Well-Being:****Assumes responsibility to lead an active way of life** |
| • Shows a willingness to listen to directions and simple explanations  | **√** | **√** |  |  |  |  |  |   |
| **Creative and Cultural Expression:****Explores self-expression through creative thought and through language, art, movement, music and drama** |
| • Explores and express ideas, perceptions, feelings, and thoughts in a variety of forms; e.g., art, music, drama and movement  |  |  |  |  |  |  | **√** |  |
| • Experiment with a variety of art materials to create two and three dimensional forms |  |  |  |  |  |  | **√** |  |
| • Experiments with line, color, shape, texture and pattern in diverse media to explore and express ideas |  |  |  |  |  |  |  |  |
| • Participates in action songs and singing games |  |  |  |  |  |  | **√** |  |
| • Uses imagination creatively in dramatic play; e.g., story, puppets, role play and mime |  |  |  |  |  |  | **√** |  |

|  |
| --- |
| **Citizenship and Identity: Being Together:****K.1 I am Unique****GLO: Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual’s unique identity.**  |
| K.1.3. Examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:• What are my gifts, talents, interests and characteristics?  |  |  |  |  |  |  | **√** | **√** |
| • How do my gifts, talents; interests and characteristics make me a unique individual?  |  |  |  |  |  |  | **√** | **√** |
| **Citizenship and Identity: Being Together:****K.2 I Belong****GLO: Students will demonstrate an understanding and appreciation of the characteristics and interest that unit members of communities and groups** |
| K.2.3. Examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:• What brings people together in a group?  |  |  |  |  |  |  |  | **√** |
| K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:• What are the rules at home, at school and in the community?  | **√** | **√** | **√** | **√** |  |  |  |  |
| • Are there similar rules at home, at school and in the community?  | **√** | **√** | **√** | **√** |  |  |  |  |
| **Citizenship and Identity: Being Together:****Skills and Processes** **Social Participation as a Democratic Process** |
| K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building:• Consider the needs of others |  |  |  | **√** |  |  |  |  |
| • Work and play in harmony with others to create a safe and caring environment  | **√** |  |  | **√** |  |  |  |  |
| • Demonstrate a willingness to share space and resources  | **√** |  |  | **√** |  |  | **√** |  |
| **Personal and Social Responsibility:** **Accepts and practices responsibility**  |
| • Develops a sense of responsibility for tasks at school | **√** |  |  |  |  |  |  |  |
| • Follows the rules and routines of familiar environments; e.g., classroom, school and library  | **√** | **√** | **√** |  |  |  |  |  |
| • Follows directions of the teacher and other school staff |  | **√** |  |  |  | **√** |  | **√** |

|  |
| --- |
| **Personal and Social Responsibility:** **Develops positive relationships with others** |
| • Demonstrates a positive, caring attitude toward others; e.g. expresses and accepts encouragement and demonstrates fair play | **√** | **√** |  |  |  |  |  |  |
| **Personal and Social Responsibility:** **Contributes to group activities**  |
| • Listens to peers and adults |  |  |  | **√** |  |  | **√** |  |
| • Takes turns in activities and discussions  |  |  |  | **√** |  |  | **√** | **√** |
| **Personal and Social Responsibility:** **Develops positive attitudes and behaviors toward learning** |
| •Participates actively in learning tasks |  |  |  |  |  | **√** | **√** | **√** |
| •Identifies and begins to demonstrate effective listening |  |  |  |  |  | **√** | **√** | **√** |
| •Expresses preferences, and identifies personal likes and dislikes |  |  |  |  |  |  | **√** |  |
| **Information And Communication Technology (ICT)**. **F5 Students will practice the concepts of ergonomics and safety when using technology**  |
| 1.2 demonstrate safe behaviors when using technology  |  |  | **√** |  |  |  |  |  |

|  |
| --- |
| **Information And Communication Technology (ICT)**. **F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.** |
| 1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down. |  |  | **√** |  |  |  |  |  |

|  |
| --- |
| Assessment Tools |
| Diagnostic Assessment  |

Prior to this unit and during staggered entry, students will be involved in a pre-assessment of skills. During the first week of September, students will be assessed on their printing, handedness, pencil grip, color knowledge, counting abilities and speech.

|  |
| --- |
| Assessment For, As and Of Learning |

In addition, and as noted in the Unit Assessment Plan, students will be formatively and summatively assessed for all subjects. Discussions, observations and anecdotal notes will be a part of daily lesson plans in order to document personal growth and fine motor development. Checklists, worksheets, self-evaluation and rubrics will be used throughout this unit to document student progress. In addition, photographs, videotapes, and work samples will be collected. Teacher will frequently formatively and summatively assess students’ work as set out in each lesson plan. Further, students will be given the opportunity to reflect on their learning through self-assessments.

See Appendix II: Evaluation Instrument for more information on Assessments.

|  |
| --- |
| Learning Plan (The “Activities”) |
| Ongoing Activities |
| See Unit Calendar for a break down of Activities.  |
| Important Vocabulary |
| - Unique- Community  | - Belong- Respect | - Friend | - Rules | - Responsibilities  |

## Unit Calendar

**Week of: September 8 - 10**

|  |
| --- |
| **Things to do and remember:**NO SCHOOL MONDAY SEPTEMBER 7th, 2015 |
| **Monday SEPT. 7**STATUATORY HOLIDAY | **Tuesday SEPT. 8**  | **Wednesday SEPT. 9** | **Thursday SEPT. 10** |
| **Table work:** | **Table work:** | **Table work:** | **Table work:** |
| **Circle:** | **Circle:** | **Circle:** | **Circle:** |
| **Centres:** | **Printing:*** Teach dominant hand
* Teach pencil pick up
* Teach posture and paper position
* Pencil pick up activity
* Picking up my pencil song (pg.30 HWWT)
 | **Centres:** | **Centres:** |
| **Recess:** | **Computer:*** Symbaloo introduction and choices
* Introduce how to use mouse and keyboard
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 |
| **Snack:** | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 |
| **Library:** | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Full Group:*** Me I am! By Jack Prelutsky
* Discuss unique features of ourselves
* Draw a self portrait
* Write “I am \_\_\_\_\_\_\_\_\_” (name)
 | **Reading Buddies:*** Introduce reading buddies
* Teambuilding exercise to learn names
* Learn how to be a good book buddy
 |
| **Printing:** | **Centres:** | **Viewing (Speakman):*** “Franklin’s New Friend”
* “I am special with Grover”
* Focus on how everyone’s unique and still belongs
 |
| **Show and share:** **Hometime Routine:** | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 |

**Week of: September 14- 17**

|  |
| --- |
| **Things to do and remember:** |
| **Monday SEPT. 14** | **Tuesday SEPT. 15** | **Wednesday SEPT. 16** | **Thursday SEPT. 17** |
| **Table work:** | **Table work:** | **Table work:** | **Table work:** |
| **Circle:** | **Circle:** | **Circle:** | **Circle:** |
| **Centres:** | **Printing:*** Review last class
* Circle and plus sign
* Pages 20, 78 HWT
 | **Centres:** | **Centres:** |
| **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Computer:*** Review how to use mouse and keyboard
* Review symbaloo then allow children to select websites from symbaloo
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 |
| **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 |
| **Library:*** Line up students to go to library with vice principal
* Teacher associate collaboration time
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Full Group:*** Chrysanthemum by Kevin Henkes
* Discuss how our names are unique
* Cut and paste craft activity
 | **Reading Buddies*** Review how to be a good reader and listener (EEKK)
* Reading with the book in the middle (popcorn)
* Read aloud a story to model good reading
 |
| **Printing:*** Pencil grip review
* Up and down strokes
* Side to side strokes
 | **Centres:** | **Viewing (Davies):*** “Christopher changes his name”
* Focus on the importance of being who you are
 |
| **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 |

**Week of: September 21- 24**

|  |
| --- |
| **Things to do and remember:**Thursday September 24th: Seminar 1 -3 pm |
| **Monday SEPT. 21** | **Tuesday SEPT. 22** | **Wednesday SEPT. 23** | **Thursday SEPT. 24** |
| **Table work:** | **Table work:** | **Table work:** | **Table work:** |
| **Circle:** | **Circle:** | **Circle:** | **Circle:** |
| **Centres:** | **Printing:*** Assessment of shapes
* Guided listening activity using basic strokes
* Page 20 HWT
 | **Centres:** | **Centres:** |
| **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Computer:*** Allow children to select websites from symbaloo
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 |
| **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 |
| **Library:*** Students go to library with the vice principal
* Teacher associate collaboration time
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Full Group:*** I like me by Nancy Carlson
* Sing “I like me: Kids Body Parts song” on YouTube
* Discuss/brainstorm body parts and what they do, how we are all unique
* Students draw their favorite body part and why
 | **Reading Buddies:*** Review how to be a good reader and a good listener
* Pair up the students with their book buddy to read together
* Make anecdotal notes of how students are working together
 |
| **Printing:*** Review last class
* Song 5 HWT
* Diagonal strokes and triangle
* Pages 20, 30 and 78 HWT
 | **Centres:** | **Viewing (Speakman):*** “Franklin Rides a Bike”
* Bernstein Bears: “The Talent Show”
* Focus on what makes you unique and how you can develop talent with practice
 |
| **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 |

**Week of: September 28 – October 1**

|  |
| --- |
| **Things to do and remember:** |
| **Monday SEPT. 28** | **Tuesday SEPT. 29** | **Wednesday SEPT. 30** | **Thursday OCT. 1** |
| **Table work:** | **Table work:** | **Table work:** | **Table work:** |
| **Circle:** | **Circle:** | **Circle:** | **Circle:** |
| **Centres:** | **Printing:*** Letter “o” (pg. 111)
* Start at the top and make the magic “c’ then keep on going, stop when you reach the top
 | **Centres:** | **Centres:** |
| **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Computer:*** Allow students to select websites from symbaloo
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 |
| **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 | **Snack:*** Wash hands, review hygiene and healthy food choices
* Engage in conversation with students
 |
| **Library:*** Students go to library with the vice principal
* Teacher associate collaboration time
 | **Recess:*** Review safety and playground expectations
* Go to playground
* Observe students and make anecdotal notes
 | **Full Group:*** Giraffes can’t dance by Giles Andreae and Guy Parker-Rees
* Discuss the word “can’t” and that we all have unique talents and can do anything that we set our minds to even though we might not be as good as someone else
* Make giraffe puppet
* Dance with puppets
 | **Reading Buddies:*** Pair up the reading buddies
* Reading time
* Observe how the students are working together
 |
| **Printing:*** Letter “c” (pg. 110)
* Start at the top and make a small curve, bump the line then stop
* Model on smartboard
 | **Centres:** | **Viewing (Davies):** |
| **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 | **Show and share:*** All about me page

**Hometime Routine:*** Coathooks, mailbox, then sit on carpet
* Teacher will call student names for dismissal
 |

|  |
| --- |
| Putting It All Together (“The Display”) |
| Bulletin Boards |

Depending on class space, a bulletin board of student work from a Full Group Activity will be displayed.

# Bibliography of Resources

## Books:

* “The Kissing Hand” by Audrey Penn
* “First Day of Kindergarten” – author unknown
* “We Share everything” by Robert Munsch
* “Giraffes Can’t Dance” by Giles Andreae
* “Chrysanthemum” by Kevin Henkes
* “I Like Me” by Nancy Carlson
* “Me I Am!” By Jack Prelutsky
* “Here are My Hands” by Bill Martin Jr. and John Archambault

## Videos/Music:

|  |
| --- |
| Full Group |

* “This Is Me” (Kids body parts)

<http://www.youtube.com/watch?v=QkHQ0CYwjaI&sns=em> (song)

|  |
| --- |
| Viewing |

* “Bernstein Bears The Talent Show” (11:31) <https://www.youtube.com/watch?v=5S3Vzc7MAZA>
* “Christopher Changes His Name” (6:35) <http://www.learnalberta.ca/content/ssvs/movieLauncher.html?movie=smil/nfb_christopherchangeshisname.smil> (\*Make sure have user ID and password! \*)
* Franklin Goes to School (DVD) “Franklin’s New Friend” (11:40) Public Library (Speakman)
* Franklin Goes to School (DVD): “Franklin Rides a Bike” (11:41) Public Library (Speakman)
* Sesame Street: “I am Special with Grover” - <http://youtu.be/Gms-Yk7mzv4>

|  |
| --- |
| Miscellaneous  |

* “The ABCs of You” by Red Grammer <https://vimeo.com/96710012> (song)
* Sesame Street: “What I Am” with Will-i-Am <http://www.youtube.com/watch?v=cyVzjoj96vs&sns=em> (song)

## Websites:

|  |
| --- |
| Computers |

* Symbaloo: <http://www.symbaloo.com>
* Starfall: <http://www.starfall.com>
* ABCYa: <http://www.abcya.com>
* What Are Feelings? <http://www.harcourtschool.com/activity/feelings/index.htm>
* Build Your Wild Self: <http://www.buildyourwildself.com>

|  |
| --- |
| Teacher Resources |

* “Chrysanthemum” craft blog: <http://firstgradewow.blogspot.ca/2012/07/chrysanthemumwhat-perfect-name.html>
* “Giraffes Can’t Dance” craft blog: <http://www.kidssoup.com/blog/blog/story-time-giraffes-cant-dance>
* All About Me unit blog- <http://mrsleeskinderkids.blogspot.ca/2012/09/all-about-me-unit.html>
* Waddle-ah-chaa blog: <http://waddleeahchaa.com/2012/09/11/self-portrait-writing-lesson-kindergarten-and-first-grade-book-of-the-week-giveaway/>
* This Reading Mama blog: <http://thisreadingmama.com/free-all-about-me-prekk-pack/>

# Appendices

|  |
| --- |
| Appendix I: Lesson Plans and Supporting Materials  |

See attached.

|  |
| --- |
| Appendix II: Evaluation Instruments |

See attached.

# Reflections