

# 4 FRAMES KINDERGARTEN

|          |  |      |  |          |  |          |  |                    |  |
|----------|--|------|--|----------|--|----------|--|--------------------|--|
| LANGUAGE |  | MATH |  | S.T.E.M. |  | THE ARTS |  | HEALTH & PHYS. ED. |  |
|----------|--|------|--|----------|--|----------|--|--------------------|--|

| BELONGING AND CONTRIBUTING |  | REPORT |   |   |
|----------------------------|--|--------|---|---|
|                            |  | A      | B | C |
|                            | Interacts cooperatively with others in the classroom, at recess, and at school events                          |        |   |   |
| 1.2                        | Listens and responds to others, both verbally and non-verbally in appropriate ways                             |        |   |   |
| 3.1                        | Act and talk with peers and adults by expressing and accepting positive messages                               |        |   |   |
| 4.1                        | Use a variety of strategies to solve problems arising in social situations                                     |        |   |   |
| 5.1                        | Show respect/consideration for individual differences/alternative points of view                               |        |   |   |
| 5.2                        | Talk about/retell/dramatize/represent events or stories that reflect their own, or others, cultural background |        |   |   |
| 22.1                       | Communicate ideas through music/drama/dance/visual arts  |        |   |   |
| 25.1                       | Recognise personal interests, strengths, and accomplishments   |        |   |   |
| 25.2                       | Identify and talk about their own interests and preferences  |        |   |   |
| 25.3                       | Express thoughts about personal discoveries/creations/experiences home/cultural                                |        |   |   |
| 26.1                       | Understand everyone belongs to various groups/communities: family/class/religion                               |        |   |   |
| 26.2                       | Understand different groups/communities have different ways of being   |        |   |   |
| 26.3                       | Describe ways in which they contribute to the various groups to which they belong                              |        |   |   |
| 27.1                       | Develop strategies for standing up for themselves that enhance personal well-being                             |        |   |   |
| 27.2                       | Think critically about fair/unfair/biased behaviour towards themselves and others                              |        |   |   |
| 27.3                       | Recognize discriminatory/inequitable behaviours and respond appropriately                                      |        |   |   |
| 28.1                       | Recognize people in their community and talk about what they do  |        |   |   |
| 28.2                       | Recognize places and buildings in the community, natural/human-made...functions                                |        |   |   |
| 28.3                       | Develop awareness of ways in which people adapt to new places  |        |   |   |
| 29.1                       | Identify similarities/differences between environments:<br>park/pond/schoolyard/field                          |        |   |   |
| 29.2                       | Describe what would happen if something in environment changed ( trees cut down)                               |        |   |   |
| 29.3                       | Identify ways in which they can care for, and show respect for the environment                                 |        |   |   |

|                                       |  |               |          |          |
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| 29.4                                  | Participate in environmentally friendly experiences in classroom/schoolyard                                |               |          |          |
| 30.1                                  | Demonstrate awareness of personal interests/accomplishment in drama/dance                                  |               |          |          |
| 30.2                                  | Explore a variety of tools/materials/processes and personal choice to create art                           |               |          |          |
| 31.1                                  | Explore elements of drama (character/setting) and dance (rhythm/space/shape)                               |               |          |          |
| 31.2                                  | Explore elements of music (beat/speed/volume; clap/tap/stomp/instruments)                                  |               |          |          |
| 31.3                                  | Explore elements of design (colour/line/shape/texture/form) in visual art                                  |               |          |          |
| <b>SELF-REGULATION AND WELL-BEING</b> |  | <b>REPORT</b> |          |          |
|                                       |  | <b>A</b>      | <b>B</b> | <b>C</b> |
|                                       | Knows when to seek assistance  |               |          |          |
| 1.3                                   | Uses and interprets gestures, tone of voice and other nonverbal means to communicate and respond to others |               |          |          |
| 1.6                                   | Use language to communicate thinking and solve problems  |               |          |          |
| 2.1                                   | Demonstrate self-reliance and a sense of responsibility  |               |          |          |
| 2.2                                   | Demonstrate a willingness to try new experiences   |               |          |          |
| 2.3                                   | Demonstrates self-motivation, initiative, and confidence in approach to learning                           |               |          |          |
| 2.4                                   | Demonstrates self-control and adaptive behaviour   |               |          |          |
| 2.5                                   | Demonstrates empathy for others/acknowledge/respond to others feelings                                     |               |          |          |
| 3.2                                   | Demonstrate the ability to take turns during activities and discussions                                    |               |          |          |
| 3.3                                   | Demonstrate an awareness of ways of making and keeping friends   |               |          |          |
| 6.1                                   | Demonstrate understanding of the effects of healthy/active living in mind/body                             |               |          |          |
| 6.2                                   | Investigate benefits of nutritious foods/explore ways of ensuring healthy eating                           |               |          |          |
| 6.3                                   | Practise/discuss personal hygiene that promotes personal/family/community health                           |               |          |          |
| 6.4                                   | Discuss actions to take when feeling unsafe/uncomfortable and how to seek help                             |               |          |          |
| 6.5                                   | Discuss/demonstrate in play what makes them happy/unhappy, and why   |               |          |          |
| 7.1                                   | Participate actively in creative movement and DPA (dance/games/outdoor play)                               |               |          |          |
| 7.2                                   | Demonstrate persistence in activities that require use of large/small muscles                              |               |          |          |
| 7.3                                   | Demonstrate strategies for cooperative play in games and activities  |               |          |          |

| 8.1                             | Demonstrate spatial awareness in activities that require use of large muscles  |        |   |   |
|---------------------------------|--|--------|---|---|
| 8.2                             | Demonstrate control of large muscles with/without equipment  |        |   |   |
| 8.3                             | Demonstrate balance/whole-body and hand-eye coordination/flexibility   |        |   |   |
| 8.4                             | Demonstrate control of small muscles/fine motor in a variety of classroom activities   |        |   |   |
| 8.5                             | Demonstrate spatial awareness by doing activities that require use of small muscles  |        |   |   |
| DEMONSTRATING LITERACY AND MATH |  | REPORT |   |   |
|                                 |  | A      | B | C |
|                                 | Demonstrates an interest in listening to stories   |        |   |   |
|                                 | Participates in Borrow-a-Book by selecting books, reading at home and returning  |        |   |   |
| 1.1                             | Explores sounds, rhythms, and language structures, with guidance and on their own  |        |   |   |
| 1.4                             | Sustain interactions in different contexts e.g., with materials/other children/adults  |        |   |   |
| 1.7                             | Use specialized vocabulary for a variety of purposes   |        |   |   |
| 1.8                             | Ask questions for a variety of purposes  |        |   |   |
| 1.9                             | Describes personal experiences, using appropriate vocabulary and details   |        |   |   |
| 1.10                            | Retell experiences/events/stories in proper sequence oral/pictures/drama   |        |   |   |
| 1.11                            | Demonstrate awareness that words can rhyme, begin or end with same sound, and are composed of phonemes that can be manipulated to create new words |        |   |   |
| 10.1                            | Demonstrates an interest in writing  |        |   |   |
| 10.2                            | Demonstrate an awareness that text can convey ideas or messages  |        |   |   |
| 10.3                            | Writes simple messages, using pictures, symbols, inventive spelling, phonics   |        |   |   |
| 10.5                            | Experiment with a variety of simple writing forms  |        |   |   |
| 10.6                            | Communicate ideas about personal experiences and experiment with voice in writing  |        |   |   |
| 11.1                            | Demonstrates an interest in reading  |        |   |   |
| 11.2                            | Identify personal preferences in reading materials   |        |   |   |
| 11.3                            | Demonstrate an awareness of basic book conventions and concepts of print   |        |   |   |
| 11.4                            | Respond to materials that have been read aloud to them e.g., paint/draw/construct  |        |   |   |
| 11.5                            | Make predictions in texts using knowledge of text features and general knowledge   |        |   |   |
| 11.6                            | Use prior knowledge to make connections to texts/experiences/world events  |        |   |   |

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| 11.7  | Use illustrations to support comprehension of texts                                 |   |   |   |
| 11.8  | Demonstrate knowledge of most letters of the alphabet in different contexts         |   |   |   |
| 11.10 | Retell information from non-fiction materials using pictures and/or props           |   |   |   |
| 12.1  | Respond critically to animated works  |   |   |   |
| 12.2  | Communicate ideas about a variety of media materials                                |   |   |   |
| 14.1  | Ask questions/describe natural occurrences using observations and representations   |   |   |   |
| 15.1  | Investigate the concept of magnitude (quantity greater forward/less backward)       |   | × |   |
| 15.2  | Investigate quantity and equality by comparing sets with more/fewer/same amount     |   |   | × |
| 15.3  | Use one-to-one correspondence in counting objects                                   | × |   |   |
| 15.4  | Understanding of stable order and order irrelevance                                 | × |   |   |
| 15.5  | Subitize quantities to 5 using a variety of materials                               |   | × |   |
| 15.6  | Can estimate the quantity of a small set using a common reference (5- or 10-frames) |   |   | × |
| 15.7  | explore/communicate the function/purpose of numbers (QUANTITY/ORDER)                |   | × |   |
| 15.8  | Explore Canadian coins using coin manipulatives                                     |   |   | × |
| 15.9  | compose/decompose quantities to 10 using manipulatives and/or pictures              |   |   | × |
| 15.10 | Investigate addition and subtraction  |   |   | × |
| 16.1  | Select attribute (LENGTH/AREA/CAPACITY) and appropriate measuring tools/units       |   | × |   |
| 16.2  | Investigate strategies/materials used when measuring: line it up/gaps/overlapping   |   | × |   |
| 17.1  | Explore/sort/compare attributes of 2D shapes and 3D figures                         | × |   |   |
| 17.2  | Communicate understanding of spatial relationships/use appropriate vocabulary       |   |   | × |
| 17.3  | Investigate/explain relationship between 2D shapes and 3D figures                   |   |   | × |
| 18.1  | Identify and describe repeating patterns in everyday contexts e.g., seasons/actions |   |   | × |
| 18.2  | Explore and extend patterns using a variety of materials                            | × |   |   |
| 18.3  | Identify the smallest unit of a pattern (core)                                      | × |   |   |
| 18.4  | Create and translate patterns e.g., colour/shape/letters/numbers/actions            | × |   |   |
| 19.1  | Ask questions that can be answered through data collection                          |   | × |   |
| 19.2  | Interpret data in graphs/charts   |   | × |   |
| 19.3  | Respond to and pose questions about data collection in graphs                       |   | × |   |

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|---------------------------------------|--|---------------|----------|----------|
| 20.1                                  | Demonstrate understanding of number relationships from 0-10                            | X             |          |          |
| 20.2                                  | use/read/represent whole numbers to 10 in meaningful contexts                          | X             |          |          |
| 20.3                                  | Compose pictures/designs/shapes/patterns. Predict/explore reflective SYMMETRY          |               | X        |          |
| 20.4                                  | Build 3D structures and identify 3D figures  |               |          | X        |
| 20.6                                  | Use mathematical language to describe probability in everyday situations               |               |          | X        |
| 21.1                                  | Express responses to drama and dance with movement and/or making connections           |               |          |          |
| 21.2                                  | Dramatize rhymes/stories/legends/folk tales with puppets/pictures/in play              |               |          |          |
| 21.3                                  | Express responses to music by movement and/or making connections to experiences        |               |          |          |
| 21.4                                  | Respond to music from various cultures and communities                                 |               |          |          |
| 21.5                                  | Express responses to visual art forms by making connections to experiences             |               |          |          |
| 21.6                                  | Respond to a variety of visual art forms (paintings/sculpture/illustration)            |               |          |          |
| <b>PROBLEM SOLVING AND INNOVATING</b> |  | <b>REPORT</b> |          |          |
|                                       |  | <b>A</b>      | <b>B</b> | <b>C</b> |
|                                       | Adapts to new situations   |               |          |          |
|                                       | Applies prior learning experiences to new situations (to create or problem-solve)      |               |          |          |
| 1.5                                   | Uses language in to connect new experiences with what they already know                |               |          |          |
| 4.1                                   | Uses a variety of strategies to solve problems...learning activities/social situations |               |          |          |
| 9.1                                   | Use reading strategies to make sense of familiar and unfamiliar texts in print         |               |          |          |
| 10.4                                  | Use classroom resources to support writing (dictionaries, word walls, anchor charts)   |               |          |          |
| 13.1                                  |  |               |          |          |
| 13.2                                  |  |               |          |          |
| 13.3                                  |  |               |          |          |
| 13.4                                  |  |               |          |          |
| 14.2                                  |  |               |          |          |
| 14.3                                  |  |               |          |          |
| 20.5                                  | Investigate/describe how objects can be sorted by a variety of attributes              | X             |          |          |
| 23.1                                  |  |               |          |          |
| 23.2                                  |  |               |          |          |

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| 23.3 |  |  |  |  |
| 23.4 |  |  |  |  |
| 24.1 |  |  |  |  |
| 24.2 |  |  |  |  |
| 24.3 |  |  |  |  |
| 24.4 |  |  |  |  |
| 24.5 |  |  |  |  |
|      |  |  |  |  |