

LEARNING FRAMES

Learning outcomes below reflect the Ministry of Education's kindergarten curriculum program.

DEMONSTRATING LITERACY BEHAVIOURS

Demonstrating an understanding and critical awareness of a variety of written materials.

ALPHABET LETTERS & SOUNDS

- | | |
|---|-------|
| • Forming the letters of the alphabet | 4-38 |
| • Identifying and writing uppercase and lowercase letters | 39-44 |
| • Writing your name | 45 |
| • Identifying alphabet letter sounds | 47-72 |
| • Connecting letter sounds to myself | 73-74 |

READING

- | | |
|--|--------|
| • Comparing letters, words, and sentences | 76-81 |
| • Identifying the parts of a book and conventions of reading text | 82-85 |
| • Understanding poetry as a form of text | 86 |
| • Exploring fiction and non-fiction as forms of text | 87-89 |
| • Using illustrations to understand text | 90-92 |
| • Recognizing familiar words and environmental print | 93 |
| • Making connections between my life and text | 97-97 |
| • Exploring story structure with new words (first, then, last, beginning, middle, end) | 98-105 |

Demonstrating literacy behaviours that enable beginning writers to communicate with others.

WRITING

- | | |
|---|---------|
| • Communicating a message using pictures and labels | 107-110 |
| • Investigating sentence structure to share an idea | 111-116 |
| • Use pictures, words, and sentences to share my story | 117-122 |
| • Use pictures, words, and sentences to share my preference and opinion | 123-126 |

Communicating with others in a variety of ways and in a variety of contexts.

PHONICS

- | | |
|---|---------|
| • Identifying vowels | 128-132 |
| • Identifying syllables | 133-137 |
| • Identify rhyming words | 138-141 |
| • Identifying beginning sounds | 142-146 |
| • Identifying ending sounds | 147-148 |
| • Identifying middle sounds | 149-150 |
| • Comparing blends like fl, gl, tr and fr | 151-152 |
| • Sounding out simple words | 152-157 |

LEARNING FRAMES

Learning outcomes below reflect the Ministry of Education's kindergarten curriculum program.

DEMONSTRATING MATHEMATICS BEHAVIOURS

Demonstrating an understanding of numbers, using concrete materials to explore counting, quantity, and number relationships.

COUNTING & NUMBER RELATIONSHIPS

- | | |
|---|----------|
| • Identifying and representing numbers 1-10 | 159-175 |
| • Using concrete materials to explore counting | 176-178 |
| • Counting in stable order | 179-188 |
| • Identifying and comparing quantities 1-10 | 190-192 |
| • Investigating and comparing more, less, equal & unequal | 194-196 |
| • Subitizing quantities of 5 and 10 | 189, 193 |
| • Showing quantities in different ways | 197-200 |
| • Exploring different Canadian coins | 201-205 |

Recognize, explore, describe, and compare patterns. Extend and create patterns using the core of a pattern and predict what comes next.

PATTERNS

- | | |
|-------------------------------------|---------|
| • Identifying patterns | 207-211 |
| • Predicting and extending patterns | 212-217 |
| • Creating and exploring patterns | 218-220 |
| • Describing and naming patterns | 221-224 |
| • Investigating the pattern core | 225-226 |

Measuring using non-standard units and comparing objects & materials.

MEASUREMENT

- | | |
|---|--------------|
| • Comparing bigger and smaller | 228-231 |
| • Learning measurement vocabulary (height, width, baseline) | 232, 236-237 |
| • Measuring height and width with non-standard units | 233-235, 238 |
| • Comparing length, weight, and capacity | 239-253 |
| • Learning clocks help us measure time | 254-255 |

Describe, sort, classify, and build 2D shapes and 3D objects.

SHAPES

- | | |
|---|---------|
| • Identifying, sorting and building with 2D shapes & 3D objects | 257-263 |
| • Investigating and describing how 3D objects move | 264-269 |

Collect, organize, & interpret data to solve problems and communicate information. Explore the concept of probably in everyday tasks.

GRAPHS & PROBABILITY

- | | |
|---|---------|
| • Collecting, representing, and interpreting information on a graph | 271-274 |
| • Exploring probability through likely and unlikely | 275-278 |