## **Correlations to the New Alberta DRAFT Curriculum (2018)**



Cross-curriculum Correlations on p. 31

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Kindergarten: English Lar	guage Arts				
Essential Understanding					
Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.	Shared Reading Books	Teacher's Resource	Read Aloud (Teacher's Resource)	Video (Online Teaching Centre)	Shared Reading (Online Teaching Centre)
Guiding Question: What is oral co	mmunication?	I			
Learning Outcome: Children expe		ommunicati	on is used		
Conceptual Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
oral and body language convey messages	I Can See Mother Earth What Is a Family?	TR pp. 19-21 TR pp. 22-25 TR pp. 26-28	from Mother Earth	Under One Sun	Mother Earth
messages can be communicated orally	Community Helpers Thank You I Make Promises	TR pp. 29–31 TR pp. 32–34 TR pp. 35–37			
<ul> <li>oral language changes when communicating with peers or adults</li> <li>stories, experiences, a can be shared orally</li> </ul>	RΔ	TR pp. 38-40 TR pp. 41-43	Т	-	
<ul> <li>oral storytelling is used I of cultures, including Francophone</li> <li>oral storytelling is a traditional way First Nations, Métis, and Inuit</li> </ul>					
communicate  • listening involves the whole body					
Procedural Knowledge  participate in a variety of oral communication experiences from a variety of cultures, including actions, songs, chants, oral story, or rhymes  share personal stories, artifacts,	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
<ul> <li>information, and experiences through sharing circles</li> <li>communicate with peers and adults using familiar greetings and courtesy phrases</li> </ul>		TR pp. 41-43			



<ul> <li>recognize the difference in language used in interactions with peers and adults</li> <li>explore how tone of voice, volume, facial expressions, and body language communicate a message</li> <li>use new vocabulary from listening, speaking, or viewing experiences</li> <li>explore how posture, body position, and questions impact listening</li> </ul>					
Literacy IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Children recognize that language is all around them and provides enjoyment.  CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Children share personal ex and, with guidance, connet relevant ideas or topics.  Vocabulary (LKU3b) Vocabulary Children use familiar, high-frequency vocabulary and begin to acquire new vocabulary related to learning experiences (e.g., school-related words).  COMMUNICATE MEANING: Audience (LKU4b) Audience With guidance, children adjust oral language to interact appropriately with peers and adults.  Intent Children express meaning in various ways	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 38-40	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth



Numeracy	What Can I Do?	TR pp. 16–18	Gifts	Living	Thanking
Communication	I Can See Mother	TR pp. 19–21	from	Under	Mother Earth
Children use basic vocabulary, gestures,	Earth	TR pp. 22-25	Mother	One Sun	
objects, or symbols when communicating	What Is a Family?	TR pp. 26-28	Earth		
about quantitative or spatial information.	Community Helpers	TR pp. 29–31			
	Thank You	TR pp. 32–34			
	I Make Promises	TR pp. 35–37			
		TR pp. 38–40			
		TR pp. 41–43			
Competencies	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
Managing Information	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
<ul> <li>using, sharing or storing information</li> </ul>	Earth	TR pp. 22-25	Mother	One Sun	
effectively and ethically	What Is a Family?	TR pp. 26-28	Earth		
<ul> <li>evaluating authenticity, reliability or</li> </ul>	Community Helpers	TR pp. 29-31			
validity to appropriately interpret or	Thank You	TR pp. 32-34			
use information	I Make Promises	TR pp. 35-37			
<ul> <li>synthesizing or organizing multiple</li> </ul>		TR pp. 38-40			
pieces of information to enhance		TR pp. 41-43			
or clarify understanding		11(pp. 11 15			
accessing information from a					
variety of digital or non-digital					
sources					
sources					
Communication					
<ul> <li>demonstrating respect nd</li> </ul>					
responsibility when					
communicating with o er					
• expressing ideas or col entering					
appropriate language,					
conventions, or protocols					
<ul> <li>decoding and interpreting ideas or</li> </ul>					
information shared through verbal					
or non-verbal formats					
<ul> <li>considering perspectives emotions</li> </ul>					
and experiences when seeking					
shared understandings					
<ul> <li>clarifying the purpose or intention</li> </ul>					
of a message in relation to					
audience, context or culture					
addictice, context of culture					
Guiding Question: How does the se	ound structure of langu	lage heln the	construct	ion and ex	nression of
meaning?	oana structure or langt	auge neip uit	. construct	and C/	CPI C33IOII OI

Learning Outcome: Children experiment with the sound structure of oral language.

Со	nceptual Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
•	spoken words are made up of	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
	sounds	Earth	TR pp. 22-25	Mother	One Sun	
		What Is a Family?	TR pp. 26-28	Earth		
•	letters have names and represent	Community Helpers	TR pp. 29-31			



sounds	Thank You	TD nn 22 24			
Sourius	I Make Promises	TR pp. 32–34 TR pp. 35–37			
words can be broken down into	I Make I Tolliises	TR pp. 33–37			
smaller units (phonemes)		TR pp. 41–43			
Procedural Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
manipulate sounds in spoken words	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
	Earth	TR pp. 22–25	Mother	One Sun	
blend initial sounds (onset) and the	What Is a Family?	TR pp. 26-28	Earth		
letters and sounds that follow (rime),	Community Helpers	TR pp. 29–31			
up to three sounds	Thank You	TR pp. 32-34			
	I Make Promises	TR pp. 35-37			
hear, clap, or count syllables in words		TR pp. 38-40			
hear sound units (phonemes) in words		TR pp. 41–43			
recognize words that rhyme					
Literacy	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
RULES OF LANGUAGE: Word Formation	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
(LKU1a)	Earth	TR pp. 22-25	Mother	One Sun	
Word Formation	What Is a Family?	TR pp. 26-28	Earth		
Children know the relationship	Community Helpers	TR pp. 29-31			
between letters and sound		TR			
		TR r 35-37			
		TR p 22 12			
		TR r 41-43			
Numeracy	I hat Can To	Rp 16-18	Gifts	Living	Thanking
QUANTITATIVE INFORMATION: Using	I Can See Mother Earth	TR pp. 19–21	from Mother	Under One Sun	Mother Earth
Numbers (NKU1b) Using Numbers Children use numbers to count and label	What Is a Family?	TR pp. 22–25 TR pp. 26–28	Earth	One sun	
in their environment (e.g., board games,	Community Helpers	TR pp. 20–28	Laitii		
phone number, counting rhymes).	Thank You	TR pp. 32–34			
priorie namber, counting mymes).	I Make Promises	TR pp. 35–37			
QUANTITATIVE INFORMATION:	- Make From Ses	TR pp. 38–40			
Patterns and Relationships (NKU1d)		TR pp. 41–43			
Patterns and Relationships					
Children recognize and use non-					
numerical patterns in their					
environment and daily routines (e.g.,					
days of the week, rhythms).					
Competencies	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
Managing Information	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
using, sharing or storing information	Earth	TR pp. 22-25	Mother	One Sun	
effectively and ethically	What Is a Family?	TR pp. 26-28	Earth		
evaluating authenticity, reliability or     validity to appropriately interpret or	Community Helpers Thank You	TR pp. 29-31			
validity to appropriately interpret or use information	I Make Promises	TR pp. 32-34 TR pp. 35-37			
synthesizing or organizing multiple	I Make FIOIIIISES	TR pp. 38-40			
pieces of information to enhance		TR pp. 41-43			
or clarify understanding					
accessing information from a					
	<u> </u>		l	<u> </u>	1

variety of digital or non-digital sources		
Communication		
<ul> <li>demonstrating respect and</li> </ul>		
responsibility when		
communicating with other		
• expressing ideas or concepts using		
appropriate language,		
conventions, or protocols		
<ul> <li>decoding and interpreting ideas or</li> </ul>		
information shared through verbal		
or non-verbal formats		
<ul> <li>considering perspectives emotions</li> </ul>		
and experiences when seeking		
shared understandings		
<ul> <li>clarifying the purpose or intention</li> </ul>		
of a message in relation to		
audience, context or culture		

Guiding Question: How does knowledge of words help with the communication of meaning?

Learning Outcome: Children experiment with and connect ways that letters, symbols, and words help with the communication of meaning.

Conceptual Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
<ul> <li>letters form words</li> <li>letters have unique fee ures and names attached to the</li> <li>initial letters and sounds help to recognize words</li> </ul>	Mother   I rth   Amily   Ami	TR D. 22-25 TR D. 29-31 TR D. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Moth r Earth	Under One Sun	Mother Earth
<ul> <li>letters, symbols, and words help to make meaning</li> </ul>					
Procedural Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
• make connections between letters	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
and sounds in words	Earth What Is a Family?	TR pp. 22-25 TR pp. 26-28	Mother Earth	One Sun	
<ul> <li>recognize the initial letter or sound of personally significant words</li> </ul>	Community Helpers Thank You I Make Promises	TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40			
<ul> <li>recognize that letters, symbols, or words in context have meaning</li> </ul>		TR pp. 41-43			
Literacy	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
RULES OF LANGUAGE: Word Formation	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
(LKU1a)	Earth	TR pp. 22-25	Mother	One Sun	
Word Formation	What Is a Family?	TR pp. 26-28	Earth		
Children know the relationship	Community Helpers	TR pp. 29-31			
between letters and sounds.	Thank You	TR pp. 32-34			



CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Children participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts. Comprehension strategies* include predicting, making connections, determining importance, questioning, visualizing, inferring, summarizing, and synthesizing (Harvey & Goudvis, 2000). Numeracy	I Make Promises	TR pp. 35-37 TR pp. 38-40 TR pp. 41-43			
Competencies Critical Thinking  Demonstrating intellectual integrity, fairness and openmindedness  synthesizing thoughts and information to discover or extend understandings  reflecting upon and evaluating reasoning behind thou ints, belie or actions  applying reasoned apprelevant criteria to conceptualize, analyze or make judgements  questioning and analyzing evidence, assertions or assumptions  Communication  demonstrating respect and responsibility when communicating with other  expressing ideas or concepts using appropriate language, conventions, or protocols  decoding and interpreting ideas or information shared through verbal or non-verbal formats  considering perspectives emotions and experiences when seeking shared understandings  clarifying the purpose or intention of a message in relation to audience, context or culture	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 32-34 TR pp. 35-37 TR TR D. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth



<b>Guiding Question: What character</b>	Guiding Question: What characteristics of texts help in the expression of meaning?					
Learning Outcome: Children explo	ore and share characte	ristics of tex	ts.			
<ul> <li>Conceptual Knowledge</li> <li>texts give information or tell a story</li> <li>text forms can include stories, poems, informational, artwork, or land</li> <li>text features can include images, words, titles, or landmarks</li> <li>story elements can include</li> </ul>	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth	
story elements can include     characters and events						
Procedural Knowledge  explore a variety of text forms  share text features, including images, words, titles, or icons  explore story elements, including characters and events	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth	
Literacy IMPORTANCE OF LITERACY: urpose (LA1a) Purpose Children recognize that language is all around them and provides enjoyment.  CONSTRUCT MEANING: Text Organization (LKU3c) Text Organization Children begin to recognize that authors organize texts in different ways.  COMMUNICATE MEANING: Clarity (LKU4a) Clarity Children explore various ways to present and share ideas and information.	V lat Can. To? I an See M ther E rtn V lat Is a ami ? Community neipers Thank You I Make Promises	TR p 16-18	from	Living Under One Sun	Thanking Mother Earth	
Numeracy none listed for this learning outcome						
Competencies  Managing Information  using, sharing or storing information	What Can I Do? I Can See Mother Earth	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25	Gifts from Mother	Living Under One Sun	Thanking Mother Earth	



effectively and ethically	What Is a Family?	TR pp. 26-28	Earth				
evaluating authenticity, reliability or validity to appropriately interpret or	Community Helpers Thank You	TR pp. 29-31 TR pp. 32-34					
use information	I Make Promises	TR pp. 35-37					
synthesizing or organizing	1 Make 1 Tomises	TR pp. 38-40					
multiple pieces of information to		TR pp. 41-43					
enhance or clarify understanding							
accessing information from a							
variety of digital or non-digital							
sources							
Communication							
<ul> <li>demonstrating respect and</li> </ul>							
responsibility when							
communicating with other							
expressing ideas or concepts using							
appropriate language,							
conventions, or protocols							
<ul> <li>decoding and interpreting ideas or information shared through verba</li> </ul>	1						
or non-verbal formats							
<ul> <li>considering perspectives emotions</li> </ul>							
and experiences when seeking							
shared understandings							
clarifying the purpose men n							
of a message in relatio to							
audience, context or conture							
Guiding Question: How :an we	espend to the arrestic ex	es on in t	texts?				
Guiding Question: How can we espend to the artistic expression in texts?  Learning Outcome: Chief explore the artistic expression in texts and share responses.							
				responses.			
	What Can I Do?	TR pp. 16-18	and share Gifts	Living	Thanking		
Learning Outcome: Chimeren exp	What Can I Do? I Can See Mother	TR pp. 16-18 TR pp. 19-21	and share Gifts from	Living Under	Thanking Mother Earth		
Learning Outcome: Chimeren exp	What Can I Do? I Can See Mother Earth	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25	Gifts from Mother	Living			
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings	What Can I Do? I Can See Mother Earth What Is a Family?	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28	Gifts from Mother	Living Under			
Learning Outcome: Chiraren exp Conceptual Knowledge  texts express thinking and feelings there are parts in texts that create	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31	Gifts from Mother	Living Under			
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34	Gifts from Mother	Living Under			
Learning Outcome: Chiraren exp Conceptual Knowledge  texts express thinking and feelings there are parts in texts that create	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37	Gifts from Mother	Living Under			
Learning Outcome: Chiraren exp Conceptual Knowledge  texts express thinking and feelings there are parts in texts that create	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40	Gifts from Mother	Living Under			
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings there are parts in texts that create a response	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Mother Earth		
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings there are parts in texts that create a response  Procedural Knowledge	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do?	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18	Gifts from Mother Earth	Living Under One Sun	Mother Earth  Thanking		
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings there are parts in texts that create a response  Procedural Knowledge	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do?	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21	Gifts from Mother Earth	Living Under One Sun	Mother Earth		
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings there are parts in texts that create a response  Procedural Knowledge	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18	Gifts from Mother Earth	Living Under One Sun Living Under	Mother Earth  Thanking		
Learning Outcome: Character exp     Conceptual Knowledge     texts express thinking and feelings     there are parts in texts that create a response  Procedural Knowledge     share responses evoked from texts	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25	Gifts from Mother Earth	Living Under One Sun Living Under	Mother Earth  Thanking		
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings there are parts in texts that create a response  Procedural Knowledge share responses evoked from texts share what aspects of texts create	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family?	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28	Gifts from Mother Earth	Living Under One Sun Living Under	Mother Earth  Thanking		
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings  there are parts in texts that create a response  Procedural Knowledge share responses evoked from texts  share what aspects of texts create responses  explore the ways that images,	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 16-18 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 32-34 TR pp. 35-37	Gifts from Mother Earth	Living Under One Sun Living Under	Mother Earth  Thanking		
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings  there are parts in texts that create a response  Procedural Knowledge share responses evoked from texts  share what aspects of texts create responses	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 16-18 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 26-28 TR pp. 26-31 TR pp. 32-34 TR pp. 35-37 TR pp. 35-37 TR pp. 38-40	Gifts from Mother Earth	Living Under One Sun Living Under	Mother Earth  Thanking		
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings  there are parts in texts that create a response  Procedural Knowledge share responses evoked from texts  share what aspects of texts create responses  explore the ways that images, symbols, body language, oral language, sounds, and land can	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 16-18 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 32-34 TR pp. 35-37	Gifts from Mother Earth	Living Under One Sun Living Under	Mother Earth  Thanking		
Learning Outcome: Character exp  Conceptual Knowledge  texts express thinking and feelings  there are parts in texts that create a response  Procedural Knowledge share responses evoked from texts  share what aspects of texts create responses  explore the ways that images, symbols, body language, oral	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 16-18 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 26-28 TR pp. 26-31 TR pp. 32-34 TR pp. 35-37 TR pp. 35-37 TR pp. 38-40	Gifts from Mother Earth	Living Under One Sun Living Under	Mother Earth  Thanking		
Learning Outcome: Character exp     Conceptual Knowledge     texts express thinking and feelings     there are parts in texts that create a response  Procedural Knowledge     share responses evoked from texts     share what aspects of texts create responses     explore the ways that images, symbols, body language, oral language, sounds, and land can evoke a response	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 16-18 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 26-28 TR pp. 26-31 TR pp. 32-34 TR pp. 35-37 TR pp. 35-37 TR pp. 38-40	Gifts from Mother Earth	Living Under One Sun Living Under	Mother Earth  Thanking		
Learning Outcome: Character exp Conceptual Knowledge  texts express thinking and feelings  there are parts in texts that create a response  Procedural Knowledge share responses evoked from texts  share what aspects of texts create responses  explore the ways that images, symbols, body language, oral language, sounds, and land can evoke a response  explore rhythm and rhyme	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 16-18 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 26-28 TR pp. 26-31 TR pp. 32-34 TR pp. 35-37 TR pp. 35-37 TR pp. 38-40	Gifts from Mother Earth	Living Under One Sun Living Under	Mother Earth  Thanking		
Learning Outcome: Character exp     Conceptual Knowledge     texts express thinking and feelings     there are parts in texts that create a response  Procedural Knowledge     share responses evoked from texts     share what aspects of texts create responses     explore the ways that images, symbols, body language, oral language, sounds, and land can evoke a response	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 16-18 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 26-28 TR pp. 26-31 TR pp. 32-34 TR pp. 35-37 TR pp. 35-37 TR pp. 38-40	Gifts from Mother Earth  Gifts from Mother Earth	Living Under One Sun Living Under	Mother Earth  Thanking		

IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Children recognize that language is all around them and provides enjoyment.  CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Children share personal experiences and, with guidance, connect them to relevant ideas or topics.  COMMUNICATE MEANING: Clarity (LKU4a) Clarity Children explore various ways to present and share ideas and information.	I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	from Mother Earth	Under One Sun	Mother Earth
Numeracy QUANTITATIVE INFORMATION: Patterns and Relationships (NKU1d) Patterns and Relationships Children recognize and use non- numerical patterns in their environment and daily rou days of the week, rhythms	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Tank You I ake Prolises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR p 32-34 TR p 35-37 TR p 30-40 TR p 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
Competencies  Managing Information  using, sharing or storing information effectively and ethically  evaluating authenticity, reliability or validity to appropriately interpret or use information  synthesizing or organizing multiple pieces of information to enhance or clarify understanding  accessing information from a variety of digital or non-digital sources  Communication  demonstrating respect and responsibility when communicating with other  expressing ideas or concepts using appropriate language, conventions, or protocols  decoding and interpreting ideas or	Villat Can I 25. I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth



information shared through verba					
<ul><li>or non-verbal formats</li><li>considering perspectives emotions</li></ul>					
<ul> <li>considering perspectives emotions and experiences when seeking</li> </ul>					
shared understandings					
<ul> <li>clarifying the purpose or intention</li> </ul>					
of a message in relation to					
audience, context or culture					
<b>Guiding Question: What meaning</b>	do I construct from tex	ts?		I.	
Learning Outcome: Children shar	<u> </u>		from texts	5.	
Conceptual Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
<ul> <li>texts share ideas and feelings</li> </ul>	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
	Earth	TR pp. 22-25	Mother	One Sun	
• discussions about texts assist in	What Is a Family?	TR pp. 26-28	Earth		
making meaning	Community Helpers	TR pp. 29-31			
	Thank You	TR pp. 32-34			
personal experiences help make	I Make Promises	TR pp. 35-37			
meaning of texts		TR pp. 38-40			
And Seatons in the director		TR pp. 41–43			
text features, including images,     symbols, and words, bold to make					
symbols, and words, help to make meaning of texts					
ineaning of texts					
books are read from left to right					
and top to bottom					
Procedural Knowledge	V at Can' Jo?	TR p 16-18	Gifts	Living	Thanking
share personal feelings and ideas	I anse Mothe	TR p 19-21	from	Under	Mother Earth
about texts while lister ng and	E rth	TR p 22-25	Moth€	One Sun	
viewing	Vynat Is a Faminy?	ı R pp. 26−28	Earth		
	Community Helpers	TR pp. 29-31			
communicate personal experiences		TR pp. 32-34			
that connect to ideas and	I Make Promises	TR pp. 35-37			
characters in texts		TR pp. 38-40			
a prodict using toxt gues and		TR pp. 41-43			
<ul> <li>predict using text cues and personal experiences</li> </ul>					
personal experiences					
explore text features, including					
images, words, titles, landmarks, o	,				
icons					
• recognize the connection between					
words and images					
read images, the land, and words					
encountered in immediate					
surroundings (environmental print	)				
Annual multiple form at the first					
track print from top to bottom and     left to violate					
left to right	What Can I Do?	TD nn 16 10	Gifts.	Livina	Thanking
Literacy IMPORTANCE OF LITERACY: Burnose	I Can See Mother	TR pp. 16-18	Gifts	Living Under	Thanking Mother Earth
IMPORTANCE OF LITERACY: Purpose	i can see wiother	TR pp. 19-21	from	Unaer	wother Earth



(LA1a) Purpose Children recognize that language is all around them and provides enjoyment.  CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Children share personal experiences and, with guidance, connect them to relevant ideas or topics.  CONSTRUCT MEANING: Text Organization (LKU3c) Text Organization Children begin to recognize that authors organize texts in different ways.	Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Mother Earth	One Sun	
CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Children participate in guided activities that model the use of strategies when viewing, literating and interacting with texts. Comprehension strategies* I clude predicting, making connectic s, determining importance, questions, visualizing, inferring, summarizing, and synthesizing (Harvey & Goudvis, 2000).	RA		7	_	
Numeracy SPATIAL INFORMATION: Management of Space (NKU2b) Management of Space Children judge the space between themselves and others or objects in their environment.	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16–18 TR pp. 19–21 TR pp. 22–25 TR pp. 26–28 TR pp. 29–31 TR pp. 32–34 TR pp. 35–37 TR pp. 38–40 TR pp. 41–43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
Competencies Critical Thinking  Demonstrating intellectual integrity, fairness and openmindedness  synthesizing thoughts and information to discover or extend understandings  reflecting upon and evaluating reasoning behind thoughts, beliefs	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth



				1	T.
or actions					
<ul> <li>applying reasoned approaches or</li> </ul>					
relevant criteria to conceptualize	,				
analyze or make judgements					
<ul> <li>questioning and analyzing</li> </ul>					
evidence, assertions or					
assumptions					
Communication					
<ul> <li>demonstrating respect and</li> </ul>					
responsibility when					
communicating with other					
<ul> <li>expressing ideas or concepts usir</li> </ul>	g				
appropriate language,					
conventions, or protocols					
decoding and interpreting ideas	r				
information shared through verb	al				
or non-verbal formats					
<ul> <li>considering perspectives emotion</li> </ul>	S				
and experiences when seeking					
shared understandings					
<ul> <li>clarifying the purpose or intention</li> </ul>	n				
of a message in relation to					
audience, context or culture	<u> </u>		L		
Guiding Question: How Jan m	eeligs, idecand $\epsilon_A$ e	rienc pe si	າareu ເເວັດ	ugn various	5
representations?					
Learning Outcome: Children cre	te mo repres ntat	ns t comm	n <mark>unicat</mark> f	eelings, ide	as, and
experiences.					
Conceptual Knowledge	Vvnat Can I אים:	т дрр. 16−18	Gifts	Living	Thanking
personal experiences help general	te I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
ideas for text creation	Earth				Mother Earth
	Earth	TR pp. 22-25		One Sun	Wother Earth
	What Is a Family?	TR pp. 22-25 TR pp. 26-28		One Sun	Mother Earth
texts provide ideas and informati	What Is a Family? Community Helpers	TR pp. 26-28 TR pp. 29-31		One Sun	Mother Earth
texts provide ideas and informati to support text creation	What Is a Family? Community Helpers Thank You	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34		One Sun	Mother Earth
-	What Is a Family? Community Helpers	TR pp. 26-28 TR pp. 29-31		One Sun	Mother Earth
to support text creation  • communication of a message can	What Is a Family? Community Helpers Thank You	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34		One Sun	Mother Earth
<ul> <li>to support text creation</li> <li>communication of a message can be represented in many ways</li> </ul>	What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Earth		
<ul> <li>to support text creation</li> <li>communication of a message can be represented in many ways</li> <li>Procedural Knowledge</li> </ul>	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do?	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18	Earth	Living	Thanking
<ul> <li>to support text creation</li> <li>communication of a message can be represented in many ways</li> <li>Procedural Knowledge</li> <li>explore different forms of</li> </ul>	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21	Earth  Gifts from	Living Under	
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25	Gifts from Mother	Living	Thanking
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture non-conventional print, copying,	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother s, Earth What Is a Family?	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28	Gifts from Mother	Living Under	Thanking
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31	Gifts from Mother	Living Under	Thanking
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture non-conventional print, copying, and symbols	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34	Gifts from Mother	Living Under	Thanking
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture non-conventional print, copying,	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37	Gifts from Mother	Living Under	Thanking
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture non-conventional print, copying, and symbols     experiment with letter formation	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40	Gifts from Mother	Living Under	Thanking
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture non-conventional print, copying, and symbols     experiment with letter formation     explore the keyboard, using lette	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37	Gifts from Mother	Living Under	Thanking
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture non-conventional print, copying, and symbols     experiment with letter formation	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40	Gifts from Mother	Living Under	Thanking
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture non-conventional print, copying, and symbols     experiment with letter formation     explore the keyboard, using lette numbers, and the space bar	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40	Gifts from Mother	Living Under	Thanking
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture non-conventional print, copying, and symbols     experiment with letter formation     explore the keyboard, using lette	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40	Gifts from Mother	Living Under	Thanking
to support text creation  communication of a message can be represented in many ways  Procedural Knowledge explore different forms of communication, including picture non-conventional print, copying, and symbols experiment with letter formation explore the keyboard, using lette numbers, and the space bar generate ideas for text creation	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40	Gifts from Mother	Living Under	Thanking
to support text creation     communication of a message can be represented in many ways  Procedural Knowledge     explore different forms of communication, including picture non-conventional print, copying, and symbols     experiment with letter formation     explore the keyboard, using lette numbers, and the space bar	What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40	Gifts from Mother	Living Under	Thanking



significance					
discuss the message conveyed in personal texts					
<ul> <li>express thoughts, feelings, and personal experiences through various representations</li> </ul>					
Literacy IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Children recognize that language is all around them and provides enjoyment.  TASK AWARENESS: Task Analysis (LA3a) Task Analysis Children participate in guided activities that model how to identify the literacy skills needed to complete a task.	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies: Children participate in guic d activities that model the us of strategies when viewing, listening to, and interacting with texts. Comprehension strategies* include predicting, making connections, determining importance, questioning, visualizing, inferring, summarizing, and synthesizing (Harvey & Goudvis, 2000).	RΑ		7		
COMMUNICATE MEANING: Clarity (LKU4a) Clarity Children explore various ways to present and share ideas and information.					
COMMUNICATE MEANING: Modes and Media (LKU4d) Modes* and Media** Children explore a variety of modes and media.					



Numeracy	What Can I Do?	TR pp. 16–18	Gifts	Living	Thanking
SPATIAL INFORMATION: Spatial	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
Visualization (NKU2a)	Earth	TR pp. 22-25		One Sun	Wiodrici Editii
Spatial Visualization	What Is a Family?	TR pp. 26–28	Earth	One sun	
Children participate in activities that	Community Helpers	TR pp. 29–31	Laitii		
	Thank You				
develop spatial thinking (e.g., puzzles,	I Make Promises	TR pp. 32-34			
building with blocks, drawing).	I Make Promises	TR pp. 35–37			
		<b>TR pp. 38–40</b> TR pp. 41–43			
Competencies	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
Creativity and Innovation	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
<ul> <li>demonstrating initiative,</li> </ul>	Earth	TR pp. 22-25	Mother	One Sun	
resourcefulness and perseverance	What Is a Family?	TR pp. 26-28	Earth		
when transforming ideas into	Community Helpers	TR pp. 29-31			
actions, products or services	Thank You	TR pp. 32-34			
evaluating and adapting ideas,	I Make Promises	TR pp. 35-37			
materials or processes in response		TR pp. 38-40			
to feedback or emerging		TR pp. 41-43			
conditions					
exploring or playing with ideas,					
materials or processes to create					
something new					
<ul> <li>recognizing opportunities and</li> </ul>					
imagining possibilities to apply					
ideas in new ways					
Communication					
demonstrating respect nd					
responsibility when					
communicating with o					
appropriate language,					
conventions, or protocols					
decoding and interpreting ideas or					
information shared through verbal					
or non-verbal formats					
• considering perspectives emotions					
and experiences when seeking					
shared understandings					
• clarifying the purpose or intention					
of a message in relation to					
audience, context or culture					
Guiding Question: How can curios					
Learning Outcome: Children explo					
Conceptual Knowledge	What Can I Do?	TR pp. 16-18		Living	Thanking
curiosity can be explored through	I Can See Mother	TR pp. 19-21		Under	Mother Earth
texts	Earth	TR pp. 22-25		One Sun	
	What Is a Family?	TR pp. 26-28	Earth		
asking questions can help to find	Community Helpers	TR pp. 29-31			
information in texts	Thank You	TR pp. 32-34			
	I Make Promises	TR pp. 35-37			
• information comes from more than		TR pp. 38-40			
one source, including people, land,		TR pp. 41-43			

books, or digital texts					
Procedural Knowledge     share questions and predictions related to texts  explore ways to share information and observations  explore differences between real and imaginary	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
Literacy IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Children recognize that language is all around them and provides enjoyment.  ACQUIRE INFORMATION: Access (LKU2b) Access Children recognize that information comes from more than one ource.  ACQUIRE INFORMATION: Ex luate (LKU2c) Evaluate Through guided activities, children evaluate information by identifying what is real and imaginary and by asking and answering questions.  CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies (LKU3d) Comprehension Strategies in guided activities that model the use of strategies when viewing, listening to, and interacting with texts.	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
Numeracy none listed for this learning outcome					
Competencies Critical Thinking  Demonstrating intellectual integrity, fairness and openmindedness	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth



• :	synthesizing thoughts and	Thank You	TR pp. 32-34			
i	information to discover or extend	I Make Promises	TR pp. 35-37			
	understandings		TR pp. 38-40			
•	reflecting upon and evaluating		TR pp. 41-43			
	reasoning behind thoughts,					
	beliefs or actions					
•	applying reasoned approaches or					
	relevant criteria to conceptualize,					
	analyze or make judgements					
•	questioning and analyzing					
	evidence, assertions or					
	assumptions					
Com	munication					
•	demonstrating respect and					
	responsibility when					
	communicating with other					
•	expressing ideas or concepts					
	using appropriate language,					
(	conventions, or protocols					
•	decoding and interpreting ideas					
(	or information shared through					
,	verbal or non-verbal formats					
•	considering perspectives					
	emotions and experier es wire.					
!	seeking shared unders Indings					
•	clarifying the purpose					
i	intention of a message n relatio					
1	to audience, context o					
Guid	ding Question: Why do we nee	d to acknowledge the c	woorchin o	f	224-2	

## Guiding Question: Why do we need to acknowledge the ownership of created texts?

Learning Outcome: Children acknowledge self and one another as creators of text.

Concentual Knowledge What Can I Do? TR nn 16-18 Gifts Livin

Conceptual Knowledge	What Can I Do?	TR pp. 16–18	Gifts	Living	Thanking
<ul> <li>creators of text need to be</li> </ul>	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
acknowledged	Earth	TR pp. 22-25	Mother	One Sun	
	What Is a Family?	TR pp. 26-28	Earth		
	Community Helpers	TR pp. 29-31			
	Thank You	TR pp. 32-34			
	I Make Promises	TR pp. 35-37			
		TR pp. 38-40			
		TR pp. 41-43			
Procedural Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
<ul> <li>acknowledge creators of text and</li> </ul>	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
where stories come from	Earth	TR pp. 22-25	Mother	One Sun	
	What Is a Family?	TR pp. 26-28	Earth		
<ul> <li>identify own work</li> </ul>	Community Helpers	TR pp. 29-31			
	Thank You	TR pp. 32-34			
	Make Promises	TR pp. 35-37			
		TR pp. 38-40			
		TR pp. 41-43			
Literacy	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
ACQUIRE INFORMATION: Ethical Use	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
(LKU2d)	Earth	TR pp. 22-25	Mother	One Sun	



What Is a Family? Community Helpers Thank You Make Promises	TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Earth		
What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
RA				
anguage to speak up fo	r myself?			
riment with appropriat	e ways to u	se languag	ge when exp	pressing
			Ι .	Т -
What Can I Do?	''	Gifts	Living	Thanking
I Can See Mother Earth What Is a Family? Community Helpers Thank You		from Mother Earth	Under One Sun	Mother Earth
	Community Helpers Thank You Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers	TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  TR pp. 26-28 TR pp. 29-31 TR pp. 22-25 TR pp. 26-28 TR pp. 32-34 TR pp. 32-34 TR pp. 32-34 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43  TR pp. 41-43  TR pp. 22-25 TR pp. 26-28 TR pp. 16-18 TR pp. 22-25 TR pp. 22-25 TR pp. 26-28 TR pp. 16-18 TR pp. 22-25 TR pp. 26-28 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 29-31	TR pp. 29-31 Thank You Make Promises  TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 32-34 I Make Promises  TR pp. 35-37 TR pp. 38-40 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers What Is a Family? TR pp. 22-25 TR pp. 26-28 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31  What Can I Do? TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31	TR pp. 29-31 Thank You Make Promises TR pp. 32-34 TR pp. 33-40 TR pp. 38-40 TR pp. 41-43  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises TR pp. 22-25 What Is a Family? TR pp. 32-34 TR pp. 41-43  What Can I Do? I Can See Mother Earth What Can I Do? I Can See Mother Earth What Is a Family? TR pp. 29-21 TR pp. 29-21 TR pp. 26-28 TR pp. 29-21 From Mother Gifts Tr pp. 36-70 Gifts Tr pp. 36-70 Gifts Tr pp. 22-25 Mother One Sun Tr pp. 26-28 Tr pp. 26-28 Tr pp. 22-25 Tr pp. 26-28 Tr pp. 29-31

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Procedural Knowledge	What Can I Do?	TR pp. 16-18		Living	Thanking
explore appropriate ways to	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
express self	Earth	TR pp. 22-25		One Sun	
	What Is a Family?	TR pp. 26-28	Earth		
recognize that personal thoughts	Community Helpers	TR pp. 29-31			
and ideas are important and can be	Thank You	TR pp. 32–34			
shared	Make Promises	TR pp. 35-37			
		TR pp. 38-40			
		TR pp. 41-43			
Literacy	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
IMPORTANCE OF LITERACY: Purpose	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
(LA1a)	Earth	TR pp. 22-25	Mother	One Sun	
Purpose	What Is a Family?	TR pp. 26-28	Earth		
Children recognize that language is all	Community Helpers	TR pp. 29-31	Laren		
around them and provides enjoyment.	Thank You	TR pp. 32-34			
around them and provides enjoyment.	Make Promises				
IMPORTANCE OF LITERACY.	make Promises	TR pp. 35-37			
IMPORTANCE OF LITERACY:		TR pp. 38-40			
Participation (LA1b)		TR pp. 41-43			
Participation					
Children participate in guided activities					
that model how being literate enables					
them to participate in local and global					
communities					
COMMUNICATE MEANING: arity					
(LKU4a)	FX A				
Clarity					
Children explore various ways as					
present and share ideas and					
information					
Numeracy					
none listed for this learning outcome					
none instead for any rearring outcome					
Competencies	What Can I Do?	TR pp. 16-18		Living	Thanking
Communication	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
<ul> <li>demonstrating respect and</li> </ul>	Earth	TR pp. 22-25		One Sun	
responsibility when	What Is a Family?	TR pp. 26-28	Earth		
communicating with other	Community Helpers	TR pp. 29-31			
expressing ideas or concepts using	Thank You	TR pp. 32-34			
appropriate language, conventions,	Make Promises	TR pp. 35-37			
or protocols		TR pp. 38-40			
<ul> <li>decoding and interpreting ideas or</li> </ul>		TR pp. 41–43			
information shared through verbal		''			
or non-verbal formats					
<ul> <li>considering perspectives emotions</li> </ul>					
and experiences when seeking					
shared understandings					
clarifying the purpose or intention     of a massage in relation to					
of a message in relation to					
audience, context or culture					
				1	i .



Personal Growth and Well-being			
<ul> <li>demonstrating optimism, flexibility</li> </ul>	1		
or resilience when adapting to new	<u>'</u>		
situations and transitions			
<ul> <li>building healthy relationships to</li> </ul>			
support growth and well-being of			
self and others			
<ul> <li>making choices or taking action to</li> </ul>			
promote the safety and well-being			
of self or others			
<ul> <li>exploring, selecting or adapting</li> </ul>			
strategies and resources that			
support personal growth in life,			
school or career pathways			
<ul> <li>identifying interests, values or</li> </ul>			
skills to set learning, life or career			
goals			



Essential Understanding										
Developing and affirming identity contributes to well-being and understandings of self and	Little Books	Teacher's Resource	Read Aloud (Teacher's	Video (Online Teaching	Shared Reading (Online Teaching					
one another.			Resource)	Centre)	Centre)					
Guiding Question: What texts do I find enjoyable and engaging?										
Learning Outcome: Children choo	se and share texts tha	t provide en	joyment.							
Conceptual Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking					
• texts can provide	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth					
enjoyment	Earth	TR pp. 22-25	Mother	One Sun						
	What Is a Family?	TR pp. 26-28	Earth							
<ul> <li>language is everywhere</li> </ul>	Community Helpers	TR pp. 29-31								
and can provide	Thank You	TR pp. 32-34								
enjoyment	I Make Promises	TR pp. 35-37								
		TR pp. 38-40								
		TR pp. 41-43								
Procedural Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking					
choose texts for enjoyment based	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth					
on preference	Earth	TR pp. 22-25	Mother	One Sun						
ah aya 19baa ayad dhalibaa ah ayak kasaka	What Is a Family?	TR pp. 26-28	Earth							
• share likes and dislikes about texts	Community Helpers	TR pp. 29-31								
shave favourite images words	Thank You  Make Promises	TR pp. 32-34 TR pp. 25-27								
share favourite images words     phrases, or ideas in text	1 m and Bromises	TR pr 38-40								
	KA	TR pp 11_/13								
Literacy	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking					
IMPORTANCE OF LITERACY: Purpose	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth					
(LA1a)	Earth	TR pp. 22-25	Mother	One Sun						
Purpose Children recognize that language is all	What Is a Family? Community Helpers	TR pp. 26-28 TR pp. 29-31	Earth							
around them and provides enjoyment.	Thank You	TR pp. 32-34								
around them and provides enjoyment.	I Make Promises	TR pp. 35-37								
CONSTRUCT MEANING: Background	I Wake Fromises	TR pp. 38-40								
Knowledge (LKU3a)		TR pp. 41-43								
Background Knowledge		1.1.75								
Students make connections to their										
background knowledge to support										
understanding of a new idea or topic.										
COMMUNICATE MEANING: Modes and Media (LKU4d) Modes* and Media** Children explore a variety of modes and										
media.										
Numeracy none listed for this learning outcome										



Competencies	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
Communication	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
<ul> <li>demonstrating respect and</li> </ul>	Earth	TR pp. 22-25	Mother	One Sun	
responsibility when	What Is a Family?	TR pp. 26-28	Earth		
communicating with other	Community Helpers	TR pp. 29-31			
<ul> <li>expressing ideas or concepts using</li> </ul>	Thank You	TR pp. 32-34			
appropriate language, conventions,	Make Promises	TR pp. 35-37			
or protocols		TR pp. 38-40			
<ul> <li>decoding and interpreting ideas or</li> </ul>		TR pp. 41-43			
information shared through verbal					
or non-verbal formats					
<ul> <li>considering perspectives emotions</li> </ul>					
and experiences when seeking					
shared understandings					
• clarifying the purpose or intention					
of a message in relation to					
audience, context or culture					
Personal Growth and Well-being					
<ul> <li>demonstrating optimism, flexibility</li> </ul>					
or resilience when adapting to new					
situations and transitions					
<ul> <li>building healthy relationships to</li> </ul>					
support growth and well-being of					
self and others					
making choices or taki 3 action 1					
promote the safety an well-bein					
of self or others					
exploring, selecting or					
strategies and resources that					
support personal growth in life,					
school or career pathways					
identifying interests, values or					
skills to set learning, life or career					
goals					
gouis					
Guiding Question: How can engag	ing with texts help me	develop an	awareness	of self?	1
Learning Outcome: Children explo					ess of self.
Conceptual Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
personal stories represent self	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
	Earth	TR pp. 22-25	Mother	One Sun	
	What Is a Family?	TR pp. 26-28	Earth		
	Community Helpers	TR pp. 29-31			
	Thank You	TR pp. 32-34			
	I Make Promises	TR pp. 35-37			
		TR pp. 38-40			
		TR pp. 41-43			
Procedural Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
explore self through engagement	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth



with diverse texts  share personal experiences to explore an awareness of self  share personal experiences of home, community, or culture to explore an awareness of self  Literacy CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Children share personal experiences and, with guidance, connect them to relevant ideas or topics.  COMMUNICATE MEANING: Clarity (LKU4a) Clarity Children explore various ways to present and share ideas and	Earth What Is a Family? Community Helpers Thank You Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You Make Promises	TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43  TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 32-34 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Mother Earth  Gifts from Mother Earth	One Sun  Living Under One Sun	Thanking Mother Earth
Numeracy none listed for this learning ou  Competencies Communication  demonstrating respect responsibility when communicating with other  expressing ideas or concepts using appropriate language, conventions, or protocols  decoding and interpreting ideas or information shared through verbal or non-verbal formats  considering perspectives emotions and experiences when seeking shared understandings  clarifying the purpose or intention of a message in relation to audience, context or culture  Personal Growth and Well-being  demonstrating optimism, flexibility or resilience when adapting to new situations and transitions  building healthy relationships to support growth and well-being of self and others  making choices or taking action to promote the safety and well-being		TR pp 16-18 TR pp 19-21 R pp 22-25 TR pp. 26-28 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mothe Earth	Living Under One Sun	Thanking Mother Earth



<ul> <li>of self or others</li> <li>exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways</li> <li>identifying interests, values or skills to set learning, life or career goals</li> </ul>			
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Essential Understanding					
Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together	Little Books	Teacher's Resource	Read Aloud (Teacher's Resource)	Video (Online Teaching Centre)	Shared Reading (Online Teaching Centre)
<b>Guiding Question: How can sharin</b>	g texts help us unders	tand one ano	ther?		
Learning Outcome: Children exploin diverse texts.	ore and share personal	views about	informatio	n and idea	s encountered
<ul> <li>Conceptual Knowledge</li> <li>personal views are an individual's opinion</li> <li>personal views about texts can be similar or different</li> <li>Procedural Knowledge</li> <li>share personal views about information and idea</li> </ul>	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises  What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43 TR pp. 16-18 TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 26-28 TR pp. 29-31 TR pp. 29-31 TR pp. 35-37 TR p 35-37 TR p 41-43	Gifts from Mother Earth  Gifts from Mother Earth	Living Under One Sun Living Under One Sun	Thanking Mother Earth Thanking Mother Earth
Literacy CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Students make connections to their background knowledge to support understanding of a new idea or topic.  CONSTRUCT MEANING: Vocabulary (LKU3b) Vocabulary Children use familiar, high-frequency vocabulary and begin to acquire new vocabulary related to learning experiences (e.g., school-related words).  Numeracy none listed for this learning outcome	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
Competencies Communication • demonstrating respect and responsibility when	What Can I Do? I Can See Mother Earth What Is a Family?	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth

			I	I	I
communicating with other	Community Helpers	TR pp. 29-31			
<ul> <li>expressing ideas or concepts using</li> </ul>	- 1	TR pp. 32-34			
appropriate language,	Make Promises	TR pp. 35-37			
conventions, or protocols		TR pp. 38-40			
<ul> <li>decoding and interpreting ideas o</li> </ul>	r	TR pp. 41-43			
information shared through verba	nl				
or non-verbal formats					
<ul> <li>considering perspectives emotion</li> </ul>	s				
and experiences when seeking					
shared understandings					
clarifying the purpose or intention	1				
of a message in relation to					
audience, context or culture					
Personal Growth and Well-being					
<ul> <li>demonstrating optimism,</li> </ul>					
flexibility or resilience when					
adapting to new situations and					
transitions					
<ul> <li>building healthy relationships to</li> </ul>					
support growth and well-being of					
self and others					
<ul> <li>making choices or taking action to</li> </ul>					
promote the safety and well-being	g				
of self or others					
<ul> <li>exploring, selecting or lapting</li> </ul>					
strategies and resourc that					
support personal grow in life,					
school or career pathw.,.					
<ul> <li>identifying interests, values or</li> </ul>					
skills to set learning, life or career					
goals					
		1	I	I	I



Essential Understanding					
Exploring connections strengthens our understandings of relationships to help us make meaning of the world.	Little Books	Teacher's Resource	Read Aloud (Teacher's Resource)	Video (Online Teaching Centre)	Shared Reading (Online Teaching Centre)
Guiding Question: How are person	l all experiences and fee	lings connec			centre
Learning Outcome: Children make	•			auge.	
Conceptual Knowledge  Ianguage (verbal and non-verbal) is connected to feelings	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
Procedural Knowledge  • recognize that language used is connected to feelings  • share connections maclanguage and feelings	What Can I Do? I Can See Mother Earth I Hat Is a family? I mmunit Helpe s I annoted I Make F mis s	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR p	Gifts from Mother Laru	Living Under One Sun	Thanking Mother Earth
Literacy IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Children recognize that language is all around them and provides enjoyment.  CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Children share personal experiences and, with guidance, connect them to relevant ideas or topics.	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
Numeracy none listed for this learning outcome					



Competencies	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
Critical Thinking	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
<ul> <li>Demonstrating intellectual</li> </ul>	Earth	TR pp. 22-25	Mother	One Sun	
integrity, fairness and open-	What Is a Family?	TR pp. 26-28	Earth		
mindedness	Community Helpers	TR pp. 29-31			
<ul> <li>synthesizing thoughts and</li> </ul>	Thank You	TR pp. 32-34			
information to discover or extend	I Make Promises	TR pp. 35-37			
understandings		TR pp. 38-40			
<ul> <li>reflecting upon and evaluating</li> </ul>		TR pp. 41-43			
reasoning behind thoughts, beliefs					
or actions					
<ul> <li>applying reasoned approaches or</li> </ul>					
relevant criteria to conceptualize,					
analyze or make judgements					
<ul> <li>questioning and analyzing</li> </ul>					
evidence, assertions or					
assumptions					
Communication					
demonstrating respect and					
responsibility when					
communicating with other					
expressing ideas or concepts using					
appropriate language,					
conventions, or protoc					
decoding and interpret lig ideas (					
information shared the ugh verb					
or non-verbal formats					
• considering perspective succions					
and experiences when seeking					
shared understandings					
<ul> <li>clarifying the purpose or intention</li> </ul>					
of a message in relation to					
audience, context or culture					
addictice, context of culture					

Guiding Question: How can texts be used to explore First Nations, Métis, and Inuit kinships?

Learning Outcome: Children explore various texts that show how First Nations, Métis, and Inuit value relationships.

Conceptual Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
First Nations, Métis, and Inuit value	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
respectful relationships between	Earth	TR pp. 22-25	Mother	One Sun	
self and one another (kinship)	What Is a Family?	TR pp. 26-28	Earth		
	Community Helpers	TR pp. 29-31			
	Thank You	TR pp. 32-34			
	I Make Promises	TR pp. 35-37			
		TR pp. 38-40			
		TR pp. 41-43			
Procedural Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
<ul> <li>listen to and discuss diverse texts</li> </ul>	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
that show how First Nations, Métis,	Earth	TR pp. 22-25	Mother	One Sun	
and inuit support one another	What Is a Family?	TR pp. 26-28	Earth		

(kinchin)	Community Halmana	TD nn 20 24			
(kinship)	Community Helpers Thank You	TR pp. 29-31			
	I Make Promises	TR pp. 32-34 TR pp. 35-37			
	I Make Profffises	TR pp. 38-40			
		TR pp. 41-43			
Litoracy	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
Literacy				Under	Mother Earth
ACQUIRE INFORMATION: Access	I Can See Mother	TR pp. 19-21	from		Mother Earth
(LKU2b)	Earth	TR pp. 22-25	Mother	One Sun	
Access	What Is a Family?	TR pp. 26-28	Earth		
Children recognize that information comes from more than one source. *	Community Helpers Thank You	TR pp. 29-31			
	I Make Promises	TR pp. 32-34			
*Source(s) may include traditional print, digital sources, videos, oral stories,	I Make Promises	TR pp. 35-37			
experts, Elders, and primary and		TR pp. 38-40			
		TR pp. 41–43			
secondary accounts.					
Numeracy					
none listed for this learning outcome	What Can I Da2	TD 46 40	C:ft-	Linda	Thoulding
Competencies Communication	What Can I Do? I Can See Mother	TR pp. 16-18	Gifts from	Living Under	Thanking Mother Earth
		TR pp. 19-21	Mother		Mother Earth
demonstrating respect and	Earth	TR pp. 22-25		One Sun	
responsibility when	What Is a Family?	TR pp. 26-28	Earth		
communicating with other	Community Helpers Thank You	TR pp. 29-31			
expressing ideas or concepts using		TR pp. 32-34			
appropriate language, conventions,	I Wake Promises	TR pp. 35-37			
or protocols  decoding and interpreting ideas		TR pr 38-40			
		TR pr 41-43			
information shared the ugh verbor non-verbal formats					
considering perspectives emotions and experiences when seeking					
shared understandings					
clarifying the purpose or intention					
of a message in relation to					
audience, context or culture					
addience, context of culture					
Cultural and Global Citizenship					
valuing equity and diversity and					
believing in the capacity to make a					
difference					
evaluating the impact of decisions					
or actions on the dignity and well-					
being of individuals or					
communities					
demonstrating responsible					
citizenship through actions that					
contribute to healthy and					
sustainable communities					
analyzing various ways in which					
decisions are made within cultural,					
environmental, political or					
economic systems					
considering diverse perspectives					
22 O m. rei pe hei pheesistes		1	1	I	I



when examining interactions between cultural, environmental,					
political or economic systems and communities					
Guiding Question: How can langu	lage be used to contrib	ute to relati	onships?	I	
Learning Outcome: Children exp	ore relationships thro	ugh texts and	d experien	ces that bu	ild
collaboration.	I	I	I	I	
Conceptual Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
texts can teach how people work	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
together	Earth	TR pp. 22-25	Mother	One Sun	
and norsen's norticination in a	What Is a Family?	TR pp. 26-28	Earth		
<ul> <li>each person's participation in a group is important</li> </ul>	Community Helpers Thank You	TR pp. 29-31 TR pp. 32-34			
group is important	I Make Promises	TR pp. 35-37			
	I Wake Fromises	TR pp. 33-37			
		TR pp. 41-43			
Procedural Knowledge	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
explore a variety of collaborative	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
relationships presented in texts	Earth	TR pp. 22-25	Mother	One Sun	
page and the second	What Is a Family?	TR pp. 26-28	Earth		
participate in collaborative	Community Helpers	TR pp. 29-31			
experiences	Thank You	TR pp. 32-34			
	I Make Promises	TR pp. 35-37			
explore how people work together		TR pp. 38-40			
		TR pr 41-43			
Literacy	V lat Can' Jo?	TR pr 16–18	Gifts	Living	Thanking
IMPORTANCE OF LITERACY: urpose	I an Se. Mothe	TR pr 19-21	from	Under	Mother Earth
(LA1a)	E rth	R pr 22-25	Moth	One Sun	
Purpose	Vinat Is a Family?	1 K pp. 26-28	Earth		
Children recognize that language is all	Community Helpers	TR pp. 29-31			
around them and provides enjoyment	Thank You	TR pp. 32-34			
INADODTANICE OF LITEDACY.	I Make Promises	TR pp. 35-37			
IMPORTANCE OF LITERACY: Participation (LA1b)		TR pp. 38-40			
Participation (LATB)		TR pp. 41-43			
Children participate in guided activities					
that model how being literate enables					
them to participate in local and global					
communities.					
Numeracy					
none listed for this learning outcome					
Competencies	What Can I Do?	TR pp. 16-18	Gifts	Living	Thanking
Communication	I Can See Mother	TR pp. 19-21	from	Under	Mother Earth
<ul> <li>demonstrating respect and</li> </ul>	Earth	TR pp. 22-25	Mother	One Sun	
responsibility when	What Is a Family?	TR pp. 26-28	Earth		
communicating with other	Community Helpers	TR pp. 29-31			
expressing ideas or concepts using	Thank You	TR pp. 32-34			
appropriate language,	I Make Promises	TR pp. 35-37			
conventions, or protocols		TR pp. 38-40			
• decoding and interpreting ideas or		TR pp. 41-43			



	information shared through verbal			
	or non-verbal formats			
•	considering perspectives emotions			
	and experiences when seeking			
	shared understandings			
	clarifying the purpose or intention			
	of a message in relation to			
	audience, context or culture			
Col	laboration			
	valuing flexibility, compromise and			
•				
	the contributions of others to			
	nurture positive working			
	relationships			
•	exhibiting reciprocity and trust			
	when sharing ideas or roles			
•	demonstrating sensitivity to			
	diverse cultures, audiences or			
	contexts when working with			
	others			
	• • • • • • • • • • • • • • • • • • • •			
•	sharing responsibilities and			
	supporting other to achieve a			
	common goal			



Kinderg			"	
Component	Social Studies	Science	Wellness	Arts
Levelled Read				
What Can I	Levelled Reader; TR pp. 26-28		Levelled Reader; TR pp. 26–28	
Do?	Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.  Outcomes  Children explore and share how people participate in their diverse communities.  Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.		Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes Children recognize people,	
	Outcomes  Children explore and share stories and experiences of personal meaning.  Essential Understanding  Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes			



	place.  Children describe how needs may be unique.  Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.  Outcomes  Children describe ways in which individuals are unique.			
I Can See Mother Earth	Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.  Outcomes  Children explore and share how people participate in their diverse communities.	Essential Understanding Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life.  Outcom  Chi ren inve tig te living and nor living things in the ocal environment.	ft	Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.  Outcomes  Children explore and create art for personal expression.
	Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes  Children explore and share stories and experiences of personal meaning.	Essential Understanding  Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes  Children explore nature and describe personal connections		Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes  Children explore connections between self and surroundings through art experiences.
	Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes	to it.		



	Children share stories of land and place.			
What Is a Family?	Levelled Reader; TR pp. 32–34	Levelled Reader; TR pp. 32-34	Levelled Reader; TR pp. 32–34	Levelled Reader; TR pp. 32-34
r uning:	Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes  • Children explore and share how people participate in their diverse communities.	Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes  Children explore nature and describe personal connections to it.	Exsential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes  Children recognize people, places, and routines within the community that contribute to personal well-being.	Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.  Outcomes  Children explore and create art for personal expression.
	Essential Understanding  Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.  Outcomes  • Children explore and share stories and experiences of personal meaning.	Dra	ft	Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes  Children explore connections between self and surroundings through art experiences.
	Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes  • Children share stories of land and place. • Children describe how needs may be unique.			
	Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.			



	Outcomes			
	Children describe ways in which			
	individuals are unique.			
Community	Levelled Reader; TR pp. 35–37		Levelled Reader; TR pp. 35–37	
Helpers	Essential Understanding			
	Active citizenship contributes to the		Essential Understanding	
	vitality of communities that can promote		Exploring connections strengthens our	
	pluralism among diverse people in a		understandings of relationships to	
	democratic society.		help us make meaning of the world.	
	Outcomes		Outcomes	
	Children explore and share how		Children recognize people, places,	
	people participate in their diverse		and routines within the	
	communities.		community that contribute to personal well-being.	
	Essential Understanding		personal well-bellig.	
	Analyzing diverse worldviews and			
	experiences fosters our ability and			
	willingness to live well together.			
	Outcomes			
	Children explore and share stories	Dra		
	and experiences of personal meaning.			
	ineaning.			
	Essential Understanding			
	Exploring connections strengthens our			
	understandings of relationships to help			
	us make meaning of the world.			
	Outcomes			
	Children share stories of land and			
	place.  • Children describe how needs may			
	be unique.			
	Essential Understanding			
	Developing and affirming identity			
	contributes to well-being and			

	understandings of self and one another.  Outcomes  Children describe ways in which individuals are unique.			
Thank You	Levelled Reader; TR pp. 41-43	Levelled Reader; TR pp. 38-40	Levelled Reader; TR pp. 38-40	Levelled Reader; TR pp.38-40
	Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes  Children explore and share how people participate in their diverse communities. Children explore and illustrate the importance of fairness in interactions with one another.  Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes Children explore and share stories and experiences of personal meaning.  Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes	Essential Understanding Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life.  Outcomes  • Children investigate living and non-living things in the local environment.  Essential Understanding Exploring connections strengthens our uncerstantings of relation hips to tell parameter meaning of the variation.  • Children explore nature and describe personal connections to it.	Essential Understanding  Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes  Children recognize people, places, and routines within the community that contribute to personal well-being.	Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.  Outcomes  • Children explore and create art for personal expression.  Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes  • Children explore connections between self and surroundings through art experiences.
	<ul> <li>Children share stories of land and place.</li> <li>Children describe how needs may be unique.</li> </ul>			



Component	Essential Understanding  Developing and affirming identity contributes to well-being and understandings of self and one another.  Outcomes  Children describe ways in which individuals are unique.  Social Studies	Science	Wellness	Arts
I Make Promises	Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.  Outcomes  Children explore and share how people participate in their diverse communities.  Children explore and illustrate the importance of fairness in interactions with one another.  Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.  Outcomes  Children explore and share stories and experiences of personal meaning.  Essential Understanding Exploring connections strengthens our understandings of relationships to help	Dra	Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes  • Children recognize people, places, ind routines within the immunity that contribute to personal well-being.  • "Idren explore friendship.	



us make meaning of the world. **Outcomes** Children share stories of land and place. Children describe how needs may be unique. **Essential Understanding** Developing and affirming identity contributes to well-being and understandings of self and one another. Outcomes • Children describe ways in which individuals are unique **Online Teaching Centre** Levelled Reader; TR pp. 16-18 Video: Living Levelled Reader; TR pp. 16-18 Levelled Reader; TR pp. 22-25 **Under One Essential Understanding** Essenti onue tanding ser ial Understanding Sun Active citizenship contributes to the Investig ting charge hath xpic ing connections strengthens our vitality of communities that can promote diversit of Earth sy tems below s nde standings of relationships to pluralism among diverse people in a to deve \_\_\_\_\_\_rstar lings fth elp make meaning of the world. democratic society. conditions necessary to sustain life. **Outcomes** Outcomes • Children recognize people, places, Outcomes Children explore and share how Children investigate living and and routines within the people participate in their diverse non-living things in the local community that contribute to communities. personal well-being. environment. Children explore and illustrate the importance of fairness in **Essential Understanding** interactions with one another. Exploring connections strengthens our understandings of relationships **Essential Understanding** to help us make meaning of the Analyzing diverse worldviews and world. experiences fosters our ability and Outcomes willingness to live well together.



Children explore nature and

to it.

describe personal connections

Outcomes

Children explore and share stories

and experiences of personal

	meaning.			
	Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes  Children share stories of land and place. Children describe how needs may be unique.			
	Essential Understanding  Developing and affirming identity contributes to well-being and understandings of self and one another.  Outcomes  Children describe ways in which individuals are unique			
Shared Reading: Thanking	Levelled Reader; TR pp. 41-43  Essential Understanding	Levelle Reader TR p. 22-25  Essential onderstanding	eve ed Reader; TR pp. 22-25  ssental Understanding	
Mother Earth	Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.  Outcomes  Children explore and share how people participate in their diverse communities.	Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life. Outcomes  • Children investigate living and non-living things in the local environment.	Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes  Children recognize people, places, and routines within the community that contribute to personal well-being.	
	Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes  Children explore and share stories	Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes		



	and experiences of personal meaning.  Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes  Children share stories of land and place.	Children explore nature and describe personal connections to it.		
	Social Studies	Science	Wellness	Arts
Teacher's Reso	urce			
Read Aloud: Gifts from Mother Earth	Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.  Outcomes  Children explore and share how people participate in their diverse communities. Children explore and illustrate the importance of fairness in interactions with one another.  Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.  Outcomes Children explore and share stories and experiences of personal meaning.	Essential Understanding Investigating change and the diversity of Farth's systems helps us to deve punde standings of the conditic is neces ary a sustain life.  Outcom:  Character investigate living and non-living things in the local environment.  Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes  Children explore nature and describe personal connections to it.	Essential Understanding Exploring connections strengthens our understandings of relationships to smake meaning of the world.  utcories hildren recognize people, places, and routines within the community that contribute to personal well-being.	

Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  Outcomes  Children share stories of land and place. Children describe how needs may be unique.		
Essential Understanding  Developing and affirming identity contributes to well-being and understandings of self and one another.  Outcomes  Children describe ways in which individuals are unique		

