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		LTK.1	NSK.1	INK.1	RWK.2	DRK.1	DRK.3	USCK.1	USCK.2	USCK.3	CPK.4	CRK.1	CRK.2	CRK.3
TOP PICKS	<b>A Harvest Story</b> Book													
	<b>Amazing Invent-A-Plant</b> Lesson Plan													
	<b>Season Change Scavenger Hunt</b> Lesson Plan													
FAVOURITES	<b>Alex's First Seed</b> Book													
	<b>Blossom's Big Job</b> Book													
	<b>Care</b> Book													
	<b>Devlin Saves a Lamb</b> Book													
	<b>My Food Story</b> Learning Kit													
	<b>Plant, Grow, Eat, Share</b> Book													
	<b>The Great Canadian Farm Tour</b> Mini Unit Plan													

# KINDERGARTEN

SCIENCE	LTK.1: Examine observable characteristics of plants, animals, and people in their local environment.	HEALTH	USCK.1: Develop basic habits to establish healthy relationships with self, others, and the environment. b. Express what is known about healthy behaviours (e.g., sleeping, laughing, crying, observing nature, attending ceremonies, drinking water).	ELA	CRK.1: Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing). e. Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information.
	NSK.1: Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time.		USCK.2: Establish behaviours that support safety of self and others (including safety at school and at home). a. Develop the language with which to wonder and talk about safety.		CRK.2: View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos. i. View and interpret key aspects including arrangement and facial expression by interpreting the following questions: • What are the objects or facts in the picture? • What do the objects or facts tell you? • How are the objects arranged in the visual? • Why are these objects placed in this way? • How do the objects help the story or fact? • What are the characters doing? • Compare different authors/illustrations considering the illustration or art work and interesting details.
SOCIAL STUDIES	INK.1: Demonstrate an understanding of similarities and differences among individuals in the classroom.		USCK.3: Explore that who I am includes more than my physical self.		
	RWK.2: Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.	ART	CPK.4: Create art works that express own observations and ideas about the world.		CRK.3: Listen, comprehend, and respond to gain meaning in oral texts h. Ask questions for clarification, and make comments relevant to the topic.
	DRK.1: Describe the spatial relationships among people, places, and environments.				
	DRK.3: Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people. b. Give examples of how daily life is influenced by environment (e.g., work, play, clothing).				