

KINDERGARTEN		SCI				SS				HLTH					ART				ELA									
		LTK.1	FEK.1	MOK.1	NSK.1	INK.1	RWK.1	RWK.2	DRK.1	DRK.3	USCK.1	USCK.2	USCK.3	DMK.1	APK.1	CPK.1	CPK.2	CPK.3	CPK.4	CRK.1	CRK.2	CRK.3	CRK.4	CCK.1	CCK.2	CCK.3	CCK.4	
TOP PICKS	A Harvest Story Book																											
	Amazing Invent-A-Plant Lesson Plan																											
	First-Time Farmers Learning Kit																											
	Season Change Scavenger Hunt Lesson Plan																											
FAVOURITES	Alex's First Seed Book																											
	All The Farmers You Will Know Book, Lesson Plan																											
	Blossom's Big Job Book																											
	Care Book																											
	Devlin Saves a Lamb Book																											
	My Food Story Learning Kit																											
	Plant, Grow, Eat, Share Book																											
	The Great Canadian Farm Tour Mini Unit Plan																											

KINDERGARTEN

SCI	LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.	HLTH	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.	
	FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.		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.	
	MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.		USCK.3 Explore that who I am includes more than my physical self.		CRK.3 Listen, comprehend, and respond to gain meaning in oral texts h. Ask questions for clarification, and make comments relevant to the topic.	
NSK.1 Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time.	DMK.1 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, exploring "self".		CRK.4 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and information texts read to them.			
SS	INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom.		APK.1 Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self".			CCK.1 Compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.
	RWK.1 Examine ways of managing tasks and resources in families and schools.		ART			CPK.1 Express ideas through exploration of the elements of dance including: action, body, dynamics, relationships, space.
	RWK.2 Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.	CPK.2 Explore a variety of drama strategies including: role, imagining, parallel play, journeys, meetings.			CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.	
	DRK.1 Describe the spatial relationships among people, places, and environments.	CPK.3 Create sound compositions exploring the elements of music including: repeating patterns, beat (e.g., clapping and stepping, and counting), response to fast/slow paces, high/low sounds, loud/soft sounds, sounds with distinct tone colours/timbres.			CCK.4 Create messages using a combination of pictures, symbols, and letters.	
	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).	CPK.4 Create art works that express own observations and ideas about the world.				