

Mme Horack's Term 1 curriculum newsletter

Kindergarten (KB) – Mme Ellis/Mme Miller

Problem Solving & Innovating

Term 2

Curriculum Expectations	Examples of Teaching Strategies	Assessment Examples
<p><u>OE1</u> – ongoing</p> <p>Communicate with others in a variety of ways for a variety of purposes and in a variety of contexts.</p> <p><u>OE4</u> – ongoing</p> <p>Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts all year</p> <p>6.4 – discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.</p> <p><u>OE13</u> – ongoing</p> <p>Use the processes and skills of an inquiry stance. (e.g., learn about asking questions or stating a problem, making predictions and observations and communicating results).</p> <p>13.1 – state problems and pose questions in different contexts and for different reasons (e.g., before, during, and after inquiries)</p> <p>13.2 – make predictions and observations before and during investigations</p> <p>13.3 – select and use materials to carry out their own explorations</p>	<ul style="list-style-type: none"> <li>- Guided exploration and questioning (e.g., I wonder what would happen if...? Why do you think that? ... Tell me what you're doing? etc.)</li> <li>- Stories</li> <li>- Science experiments and/or demonstrations</li> <li>- Small &amp; whole group</li> <li>- Modeling/Demonstration</li> <li>- Storybook STEM</li> <li>- Outdoor exploration in forest and on playground</li> <li>- Songs/poems</li> <li>- Videos</li> <li>- Building challenges (e.g., towers, bridges, houses)</li> </ul>	<ul style="list-style-type: none"> <li>- Observational &amp; anecdotal notes</li> <li>- Conversations</li> <li>- Student work (e.g., structures &amp; creations students build, building planning pages, experiment observation sheets etc.)</li> <li>- Checklists</li> </ul>

13.4 – communicate results and findings from individual and group investigations

OE24 – on-going

Use technological problem-solving skills, on their own and with others, in the process of creating and designing.

24.1 - identify practices that ensure their personal safety and the safety of others and demonstrate an understanding of the importance of these practices

24.2 – state problems and pose questions as part of the process of creating and designing

24.3 - make predictions and observations as part of the process of creating and designing

24.4 – select and use tools, equipment, and materials to construct things

24.5 communicate and record results and findings either individually or in groups