

Being Together

The People Around Me

2
CLUSTER

GRADE
K





Cluster 2

Learning Experiences: Overview

K.2.1 Important People in My Life

KC-003 Identify people who are responsible for helping and caring for them at home, at school, and in the community.

KI-009 Identify groups in which people live, work, and play together.

KP-023 Identify people who make decisions that influence their lives.

K.2.2 Different Types of Work

KE-026 Give examples of different types of work in their families, schools, and communities.

VE-008 Value the sharing of work and resources.

K.2.3 Communication

KI-010 Identify different ways people communicate.

Examples: art, dance, song, facial expression, body language, sign language...

KI-010A Recognize the importance of non-verbal communication in their Aboriginal culture.

K.2.4 Stories and Celebrations

KI-011 Recognize that people have diverse celebrations.

KH-019 Recognize that they can learn from stories of the past.

VH-004 Demonstrate interest in stories of the past.

K.2.5 Getting Along

KC-004 Give examples of ways in which people cooperate in order to live together peacefully.

KP-024 Recognize that disagreement or conflict may be part of living and working together.

VC-001 Be willing to contribute to their groups and communities.

K.2.6 Time



KH-017 Give examples of repeating patterns and events in their lives.

Examples: class routines, celebrations, Canada Day, Earth Day...

KH-018 Distinguish between yesterday, today, and tomorrow.

The People Around Me

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.
- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students identify the people who care for them and influence their lives. They explore different ways of cooperating, communicating, and solving problems in order to live and work together with others. Students also begin to examine the concept of time by investigating recurring events in their lives.



Engaging Students in the Cluster

- Create a bulletin board of people responsible for caring for others.
- Students take a school or community walk to observe examples of people cooperating and helping others.
- Students contribute pictures of people working, living, or playing together in groups to create a class collage.
- Create a display of books featuring characters who are helpful, cooperative, and caring.
- Students come dressed in costume representing a person who helps others.
- Create an artifact center of various devices used to measure time.

Learning Experiences

K.2.1 Important People in My Life

K.2.4 Stories and Celebrations

K.2.2 Different Types of Work

K.2.5 Getting Along

K.2.3 Communication

K.2.6 Time

The People Around Me



Learning Experience: K.2.1 Important People in My Life

- KC-003 Identify people who are responsible for helping and caring for them at home, at school, and in the community.
- KI-009 Identify groups in which people live, work, and play together.
- KP-023 Identify people who make decisions that influence their lives.

Description of the Learning Experience

Every individual interacts with a variety of people and groups. Students become aware of those who help, care, and make decisions for them, and explore the multitude of groups that make up our society.







Note: Some of the activities in this learning experience may require teacher sensitivity to student cultural background and/or family situations.

Vocabulary: responsible, help, care, group, work (See Appendix D for Vocabulary Strategies.)







K.2.1 Important People in My Life

Assessment	Outcomes	Strategies
Activate		
<p>Appendix A Skill 1</p>	KC-003 KI-009 KP-023	Students listen to poems and stories about groups that live, work, or play together, and people who are responsible for helping and caring for others. Students identify various groups in the poems and stories, as well as people who are responsible for helping others in those groups.
	or	
	<p>Appendix A Skill 2</p>	KC-003 KI-009 KP-023
or		
<p>Appendix A Skill 3C</p>		KC-003 KI-009 KP-023
	<i>(continued)</i>	
	Teacher Reflections	








K.2.1 Important People in My Life

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-003 KI-009 KP-023	Students view video clips illustrating groups in which people live, work, and play together, and people who are responsible for helping, caring and making decisions for others. Students share examples of people who are responsible for helping and caring for them at home, at school, and in the community.
Acquire		
	KC-003 KI-009 KP-023	Using oral, print, and electronic resources, students identify people who are responsible for helping and caring for them at home. They create a web and write about or illustrate the different people that might make up a family. Students discuss how various family members help and care for each other, and make decisions that influence each others' lives.
		 BLM: Important People in My Life—Web
or		
	KC-003 KI-009 KP-023	Students identify people who are responsible for helping and caring for them at school (e.g., principal, custodian, older students, patrols, volunteers...). They take a tour of the school to meet the important people or invite them to the classroom to discuss what each person does.
or		
	KC-003 KI-009 KP-023	Using oral, print, and electronic resources, students identify people who are responsible for helping and caring for them in the community (e.g., police officer, fire fighter, postal worker, doctor, dentist, nurse, ambulance driver...). Students select one person who helps the community and illustrates the job that person does. Student work may be compiled in a class book entitled "Community Helpers."
		 BLM: Important People in My Life—Community Helpers
<i>(continued)</i>		
Teacher Reflections		





K.2.1 Important People in My Life

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-003 KP-023	Students generate questions and invite community members to the classroom (e.g., police officer, postal carrier, nurse...) to learn about how they help and care for others. Students write follow-up thank you letters to their guests.
or		
	KI-007	Students sort pictures of groups in various activities into different categories (e.g., groups that live together, groups that work together, groups that play together...). Students discuss why groups are important and identify people in groups who are responsible for helping, caring, and making decisions for them.
or		
	KC-003 KI-009 KP-023	Students listen to a story about people who are responsible for helping, caring, and making decisions. They discuss the helpers in the story and share examples of different helpers in their own lives. Students create a “Helpers” chart, sorting helpers into categories (i.e., home, school, and community).
 BLM: Important People in My Life—Helpers		
Apply		
	KC-003 KI-009 KP-023	Students create a family book. They draw pictures or bring in photos of different family members and explain how each family member helps and cares for them at home. They share their family books with peers.
 BLM: Important People My Life—Family		
<i>(continued)</i>		
Teacher Reflections		

K.2.1 Important People in My Life

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
 	KC-003 KI-009 KP-023	Collaborative groups of students create “Groups” posters. They browse catalogues and magazines and cut out pictures of people working and playing together in groups. The pictures are glued to a poster entitled “Groups”. Each group presents their poster to the class and describes various groups in which people live, work, and play. They also describe people in the pictures who are responsible for helping, caring, and making decisions.
_____ or _____		
 	KC-003 KP-023	Students create award ribbons to present to people who are responsible for helping and caring for them at school. They draw a picture of a person in the school that helps them (e.g., principal, custodian, resource teacher...) and describe ways in which they help. Students invite their “helper” to a class awards ceremony where they present the ribbons and thank the helpers.
		 BLM: Important People in My Life—Award Ribbon
_____ or _____		
	KC-003 KP-023	Students create a “School Helpers” book. They discuss problems that may happen at school and identify who can help solve the problem. With the assistance of an aide or volunteer, students take pictures of school helpers. They glue the pictures to the pages of the book. Students write about how each person helps the school.
		 BLM: Important People in My Life—School
		<i>(continued)</i>

K.2.1 Important People in My Life

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
 	KC-003 KP-023	Students create life size images of community helpers. Using large pieces of paper, trace the body shape of each student. Students cut out and “dress” their body shapes with paint to look like a community helper (e.g., hair dresser, dentist, pilot...). The images may be displayed in a “Community Helpers” gallery, accompanied by descriptions of the important work each person does in the community.
 	KC-003 KI-009 KP-023	Students create “Family Flowers”. Students cut out a heart shape for each member of their family. On each heart, they write the name of a family member and describe how that family member helps and cares for them at home. They join the hearts together at their tips to make a flower.
Teacher Reflections		

Teacher Reflections



Learning Experience: K.2.2 Different Types of Work

- KE-026 Give examples of different types of work in their families, schools, and communities.
- VE-008 Value the sharing of work and resources.

Description of the Learning Experience











The work of people around us helps us in many ways. Students identify different types of work people do in their families, schools, and communities, ways in which the work helps them, and actions they may take to support the workers contributions.

Vocabulary: work, jobs (See Appendix D for Vocabulary Strategies.)









K.2.2 Different Types of Work

Assessment	Outcomes	Strategies
	KE-026 VE-008	<p>Activate</p> <p>Students brainstorm examples of work they see in their families, school, and community, including examples of work done by students. Students discuss ways in which the work helps them, and ways they can contribute to make the job of the worker easier.</p> <p>_____ or _____</p>
	KE-026 VE-008	<p>On a school or community walk, students identify examples of work and discuss ways in which the work helps people in the community.</p> <p>_____ or _____</p>
	KE-026 VE-008	<p>Students listen to stories describing work and helpers in the home, school, or community. Students discuss ways in which the work or helpers benefit them in their families, school, and community.</p>
<p>Teacher Reflections</p>		

K.2.2 Different Types of Work

Assessment	Outcomes	Strategies
Acquire		
 	KE-026 VE-008	Students compose questions and interview family members and neighbours to learn about the different types of work they do in their families and communities. Students share examples of work with their peers and discuss ways in which the work benefits them.
_____ or _____		
	KE-026 VE-008	Students create an illustration of their family members showing ways in which each person contributes to the family. Students share examples with peers and discuss various ways people work inside and outside the home, and how the work helps them.
_____ or _____		
 	KE-026 VE-008	Students survey adult workers in the school (e.g., support staff, volunteers, bus drivers...) to learn about the types of work they do, ways in which students can help make their work easier, and how the work helps the people in the school community. Students share information with peers and compose thank you cards expressing appreciation for the workers contributions to the school community.
_____ or _____		
 	KE-026 VE-008	Using oral, print, and electronic resources, students research different types of work in the community and ways in which they are helped by the work. Students illustrate examples of work they learned about and share their illustrations with peers.
 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >		
Apply		
	KE-026 VE-008	Students illustrate a person at work in their families, schools, or communities. Compile pages to create a class book entitled “Work at Home, School, and Community”. Students take turns sharing the book and describe ways in which the work helps them.
 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >		
<i>(continued)</i>		
Teacher Reflections		

K.2.2 Different Types of Work

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
  <p>Appendix A Skill 10</p>	<p>KE-026 VE-008</p>	<p>Students create appreciation cards for each of the members of their family. Students illustrate ways in which each member contributes to their family and describe why their contributions are appreciated.</p>
or		
  <p>Appendix A Skill 10</p>	<p>KE-026 VE-008</p>	<p>Collaborative groups of students create a mural displaying different types of work in their families, schools, and communities. Students create illustrations of the workers, where they work, and examples of ways in which people are helped as a result of the workers contributions.</p>
or		
  <p>Appendix A Skill 10</p>	<p>KE-026 VE-008</p>	<p>Collaborative groups of students dramatize different types of work in their families, schools, or communities. Peers guess the type of work being portrayed and identify who is involved, ways in which they may support the work, and how it benefits the community.</p>
or		
  <p>Appendix A Skill 10</p>	<p>KE-026 VE-008</p>	<p>Students make hats or badges representing different types of work in their families, schools, or communities. Students wear their props and present themselves to their classmates who identify the type of work/worker they are representing and ways in which the work helps them.</p>
Teacher Reflections		

Teacher Reflections



Learning Experience: K.2.3 Communication

KI-010 Identify different ways people communicate.

Examples: art, dance, song, facial expression, body language, sign language...

KI-010A Recognize the importance of non-verbal communication in their Aboriginal culture.




Note: Aboriginal distinctive learning outcomes are not intended for all students (see page 36 of the Overview)

Description of the Learning Experience






People can convey thoughts and emotions in many different ways. Students explore different ways that people communicate.

Vocabulary: communicate, communication, verbal, non-verbal, message, facial expression, body language (See Appendix D for Vocabulary Strategies.)







K.2.3 Communication

Assessment	Outcomes	Strategies
		Activate
	KI-010 KI-010A	Students brainstorm different ways of communicating (e.g., whisper, shout, smile, frown, sing, point, nod, dance...). Ideas are recorded on a class chart and students identify categories to sort the ideas (e.g., verbal/non-verbal...).
		or
	KI-010 KI-010A	Students take turns communicating messages non-verbally. Students decide on a simple message and communicate it (without speaking) to other students, who try to interpret the message. Students discuss various ways to communicate non-verbally. Tip: As a variation, have students communicate through song, sounds, or creative movement.
		or
	KI-010	Students listen to a selection of musical excerpts that express various emotions and cultures and discuss different ideas communicated by the music.
<i>(continued)</i>		
Teacher Reflections		









K.2.3 Communication

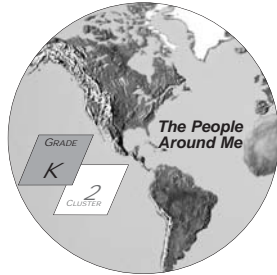
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 <p>Appendix A Skill 3a</p>	<p>KI-010 KI-010A</p>	<p>Students sing songs about feelings (e.g., If You're Happy and You Know It...) and discuss different ways people communicate feelings. They brainstorm a list of feeling words and show how people can use words, facial expressions, or body language to convey their feelings.</p>
Acquire		
 <p>Appendix A Skill 6a</p>	<p>KI-010</p>	<p>Students browse magazines, newspapers, and other media and cut out pictures that illustrate people communicating different emotions (e.g., happy, sad, angry...). They glue pictures onto word cards, matching the picture with the correct emotion word.</p> <p> K.2.3 a BLM: Communication—Word Cards</p>
or		
 <p>Appendix A Skill 3a</p>	<p>KI-010</p>	<p>Students view pictures or video clips of abstract communication forms (e.g., mime, drama, dance...). They discuss various messages and emotions that they observe in the images and identify different ways people communicate.</p>
or		
 <p>Appendix A Skill 3b</p>	<p>KI-010A</p>	<p>Students explore the use of non-verbal communication in their Aboriginal community. Students share examples of how their family communicates non-verbally (e.g., sounds, facial expressions, hand gestures...) and identify instances when non-verbal communication may be used.</p>
<i>(continued)</i>		
Teacher Reflections		

K.2.3 Communication

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
	KI-010 KI-010A	Students explore the importance of facial expressions in personal communication. Students brainstorm words that describe various facial expressions. As they give examples, record the words on a chart and draw the corresponding facial expression. Students complete the “Facial Expressions” chart, and write the correct words for given facial expressions.  BLM: Communication—Facial Expressions
	KI-010	Students read or listen to stories about hearing impaired people. They discuss the importance of non-verbal communication and learn simple words using the American Sign Language.  BLM: Communication—Sign Language
	KI-010	Students read or listen to stories about visually impaired people. They discuss the importance of non-verbal communication and learn to read a few simple words using Braille. TIP: Contact the CNIB for Braille resources. The BLM is not intended for student use, but is included as a teacher resource.  BLM: Communication—Braille
Teacher Reflections		

K.2.3 Communication

Assessment	Outcomes	Strategies
 	KI-010 KI-010A	<p>Apply</p> <p>Students dramatize emotions using different forms of communication. Students select a pre-prepared word or picture card from a hat which illustrates an emotion and they dramatize that emotion for the class. Students guess the emotion being dramatized and identify the method of communication.</p> <p>_____ or _____</p>
	KI-010	<p>Students choose a feeling and draw an illustration of a time they felt that way. They share their illustration with the class and describe what they did in their art work to communicate their particular emotion (e.g., use of colour, facial expression...).</p> <p> BLM: Communication—Feeling</p> <p>_____ or _____</p>
	KI-010 KI-010A	<p>In pairs, students take turns giving each other non-verbal directions for a simple task (e.g., getting a book from the shelf, tying a shoe...). As a class, students identify different ways they communicated their messages and discuss why some messages are more difficult than others to convey non verbally.</p> <p>_____ or _____</p>
	KI-010	<p>Collaborative groups of students play the “Telephone Game”. Students stand in a circle. One student (or teacher) starts the game by quietly whispering a message to the next student, who then whispers the message to the next student, and so on. The last student says the statement aloud, and the first person repeats the original statement out loud. They discuss how and why the message changed and the importance of communicating clearly.</p> <p>_____ or _____</p>
 	KI-010	<p>Students use creative movement, song, and drama to play a communication game. Students spread themselves around a large open area and listen for two directions: 1. verbal or non verbal; 2. an emotion they are to communicate. Call out directions to students (e.g. Verbal/ Happy; Non Verbal/Angry...) who perform the appropriate actions.</p>
<p>Teacher Reflections</p>		



Learning Experience: K.2.4 Stories and Celebrations

KI-011 Recognize that people have diverse celebrations.

KH-019 Recognize that they can learn from stories of the past.

VH-004 Demonstrate interest in stories of the past.

Description of the Learning Experience

Every culture has traditional celebrations and stories. Students explore the diversity and importance of celebrations and come to understand the value of stories from the past






Note: Some of the activities in this learning experience may require teacher sensitivity to student cultural background and/or family situations.

Vocabulary: celebration, past, tradition (See Appendix D for Vocabulary Strategies.)







K.2.4 Stories and Celebrations

Assessment	Outcomes	Strategies
	KI-011 KH-019 VH-004	<p>Activate</p> <p>As an Admit Slip, students bring photographs or pictures from home of people engaged in celebrations, (e.g., birthday party, wedding, graduation...). Students share their pictures with the class and describe what is being celebrated in the picture.</p> <p style="text-align: center;">_____ or _____</p>
	KI-011 KH-019 VH-004	<p>Students brainstorm different family celebrations that recur each year (e.g., birthdays, weddings, anniversaries...). Record the names of the celebrations in a “Family Celebrations” mind map and post it in the classroom.</p> <p style="text-align: center;">_____ or _____</p>
	KI-011 KH-019 VH-004	<p>Students brainstorm community events that recur each year (e.g., Earth Day, Canada Day...). Ideas are recorded on sticky notes and students place them at the appropriate place on a “Community Events” chart listing the months of the year.</p>
		<i>(continued)</i>
<p>Teacher Reflections</p>		





K.2.4 Stories and Celebrations

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-019 OVH-004	Using think-pair-share, students share an event from their life that happened in the past. Students discuss the importance of remembering stories from the past.
or		
	KI-011 KH-019 VH-004	Students listen to or read stories about family or cultural celebrations and traditions, and discuss why they think celebrations and traditions are important in the lives of the characters in the stories.
Acquire		
	KI-011 KH-019 VH-004	Students interview family members to learn more about family celebrations. They share ideas they have learned from their interviews with the class and discuss ways in which family celebrations are different. Tip: Review the two interview questions with students in advance and have them practise asking the questions with a partner.
		 BLM: Stories and Celebrations—Interview
or		
	KI-011 KH-019 VH-004	Students invite family members (e.g., grandparents, aunts, uncles...) to visit the class and share a story of a family celebration from the past. Students write thank you letters acknowledging the visit and describing why stories of the past are important. Tip: Encourage presenters to bring photos, costumes, or mementos from the special occasion.
<i>(continued)</i>		
Teacher Reflections		

K.2.4 Stories and Celebrations

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 Appendix A Skill 3a	KI-011 KH-019 VH-004	Students view video clips of various cultural celebrations. They identify different annual celebrations they participate in and discuss how their celebrations may be different from each other.
or		
 Appendix A Skill 3b	KI-011 KH-019 VH-004	Students view pictures or mementos of a particular celebration (e.g., graduation, wedding, birthday party...), from several diverse cultures and conduct a class survey to explore the diversity of that celebration among their families. Students share details about their family celebration traditions (e.g., differences in food, dance, ceremonies, costumes, decorations...). The findings are tallied and recorded on a graph. Tip: The search engine Google is an excellent source of images. For example, to find pictures of diverse wedding celebrations, click on the word Images above the search line and enter a search parameter (e.g., Masai Wedding, Chinese Wedding, Royal Wedding...).
Apply		
 Appendix A Skill 6a	KI-011	Students compare diverse celebrations using pictorial symbols. Given a set of cultural symbols, they sort them into a chart using the categories, “Everybody” and “Some People”.
		 K.2.4 b BLM: Stories and Celebrations—Symbols
or		
 Appendix A Skill 3b	KI-011 KH-019 VH-004	Students create a class “Celebrations” book. They draw and label a picture of a family celebration and share their pictures with each other. Pages are compiled to make a class “Celebrations” book.
		 K.2.4 c BLM: Stories and Celebrations—My Family
<i>(continued)</i>		
Teacher Reflections		

K.2.4 Stories and Celebrations

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KH-019 VH-004	Students interview an elderly family or community member to learn a story from the past. They re-tell the story to the class and discuss the importance of remembering stories from the past.
or		
	KI-011 KH-019 VH-004	Students complete a web illustrating or describing a family celebration. They present their web to the class. Tip: Give students an opportunity to complete their web with their family before their presentation.
 BLM: Stories and Celebrations—Web		
or		
	KH-019 VH-004	Students take a field trip to a senior citizens' centre to interact with seniors and hear stories from the past.
Teacher Reflections		



Learning Experience: K.2.5 Getting Along

- KC-004 Give examples of ways in which people cooperate in order to live together peacefully.
- KP-024 Recognize that disagreement or conflict may be part of living and working together.
- VC-001 Be willing to contribute to their groups and communities.

Description of the Learning Experience





Our groups and communities are stronger when members contribute, cooperate, and live together peacefully. Students explore the idea of group conflict and cooperation, and come to understand the importance of contributing to their groups and communities.

Vocabulary: cooperate, cooperation, disagreement, conflict, contribute, contribution (See Appendix D for Vocabulary Strategies.)









K.2.5 Getting Along

Assessment	Outcomes	Strategies
	KC-004	<p>Activate</p> <p>Students brainstorm activities they engage in with others over the course of a day (e.g., playing, helping with chores, working in collaborative groups...). Students discuss ways in which they cooperate and contribute while working with others, and give examples of how they may resolve disagreement or conflict if it arises.</p> <p>or</p> <p>Students share an example of a disagreement or conflict they experienced while working or playing with others. Students discuss the cause of the conflict and describe how they resolved the conflict.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KP-024	
VC-001		
	KC-004	
	KP-024	
	VC-001	
Teacher Reflections		







K.2.5 Getting Along

Assessment	Outcomes	Strategies
<p>Activate <i>(continued)</i></p> <p style="text-align: center;">or</p>		
	<p>KC-004 KP-024 VC-001</p>	<p>Students listen to stories about cooperation, disagreement, and conflict, or contributing to groups and communities. Students discuss ways in which the characters in the stories work together, as well as the importance of contributing to one’s groups and communities and resolving disagreement and conflict when they arise.</p>
<p>Acquire</p>		
	<p>KC-004 KP-024 VC-001</p>	<p>Students identify groups to which they belong (e.g., clubs, sports, cultural groups...). Students describe the purpose of the group, ways in which group members cooperate with one another, and examples of how disagreement and conflict are resolved in the group. Students illustrate their interactions within the group and describe ways in which they are contributing group members.</p>
<p>or</p>		
	<p>KC-004 KP-024 VC-001</p>	<p>Students compare and contrast feelings related to cooperation and conflict. Students first give examples of times they have experienced disagreement or conflict, and brainstorm words to describe their feelings. Students identify strategies that help resolve disagreement or conflict, and discuss why it is important to cooperate in, and contribute to their groups and communities. Students then brainstorm words to describe their feelings when they are cooperating and contributing to their groups. Students illustrate their feelings when they cooperate and contribute to their groups and communities, and their feelings when they experience disagreement or conflict.</p>
 <p>BLM: Getting Along—Chart</p>		
<p><i>(continued)</i></p>		
<p>Teacher Reflections</p>		

K.2.5 Getting Along

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 Appendix A Skill 4	KC-004 KP-024 VC-001	Students brainstorm ways in which they can cooperate in and contribute to their groups and communities and ways they may help others resolve disagreement or conflict. Record the ideas on a chart and post them in the classroom. When students see others acting positively, they place a happy face beside the action on the chart. Tip: Through guided questioning, help students understand how they can contribute to their immediate known groups and communities, but also ways in which they may contribute to others in need, near and far.
or		
 Appendix A Skill 4	KC-004 KP-024 VC-001	Students participate in the development of a cooperation and conflict resolution program. Students investigate and practise strategies and regularly discuss ways in which they can contribute to a cooperative and peaceful classroom community.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Apply		
  Appendix A Skill 10	KC-004 KP-024 VC-001	Collaborative groups of students dramatize examples of cooperation and/or conflict in groups and communities. Students viewing the dramatizations describe the characters' feelings in the dramatization and suggest ways in which they can cooperate and contribute to resolve disagreement or conflict.
or		
  Appendix A Skill 10	KC-004 KP-024 VC-001	Students create a "Peace in the Classroom" class book describing a classroom community free of disagreement or conflict. Students illustrate pages for the book completing the sentence frame "I can...". Compile pages in a class book and have students take turns sharing the book with peers. TIP: Students may include digital pictures of peers cooperating and resolving disagreement or conflict peacefully.  K.2.5 b BLM: Getting Along—Class Book
<i>(continued)</i>		
Teacher Reflections		

K.2.5 Getting Along

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
 	KC-004 KP-024 VC-001	Students create posters promoting cooperation and living together peacefully, and/or conflict resolution strategies. Students describe their posters to the class and give examples of ways in which they can contribute to a cooperative and peaceful classroom community.
 	KC-004 KP-024 VC-001	Students create a class mural illustrating cooperation and peaceful living in their groups and communities. The mural may be posted in a public area of the school to encourage cooperation, or presented at a school assembly. TIP: Students may include digital pictures of peers cooperating and resolving disagreement or conflict peacefully.
 	KC-004 KP-024 VC-001	Through discussion and consensus decision making, students choose a local helping organization they would like to support (e.g., Christmas hamper, food bank...). Students bring donations from home and discuss the importance of “sharing their wealth” and contributing to their groups and communities.
<p>Teacher Reflections</p>		

The People Around Me

*Learning Experience: K.2.6 Time*

- KH-017 Give examples of repeating patterns and events in their lives.
Examples: class routines, celebrations, Canada Day, Earth Day...
- KH-018 Distinguish between yesterday, today, and tomorrow.

Description of the Learning Experience







Our lives are marked by recurring events, which become part of our personal histories. Students explore the repeating patterns and events that occur in their lives as a foundation for understanding their personal and direct connections to history.

Vocabulary: time, before, after, past, present, future, yesterday, today, tomorrow, history (See Appendix D for Vocabulary Strategies.)






K.2.6 Time

Assessment	Outcomes	Strategies
	KH-017 KH-018	<p>Activate</p> <p>Students brainstorm a list of daily activities (e.g., waking up, eating breakfast, going to school...). Record ideas on index cards, using words and images. Students take one card each and physically line up, ordering themselves in the sequence that the activities occur during a day.</p>
		or
	KH-017 KH-018	<p>Students listen to stories or poems that have repeating patterns and identify those patterns. Students give examples of similar repeating patterns in their lives.</p>
		<i>(continued)</i>
Teacher Reflections		






K.2.6 Time



Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KH-017 KH-018	Students brainstorm events and activities that occurred yesterday, that are occurring today, and will occur tomorrow. Record their ideas on a class chart in categories entitled yesterday, today, and tomorrow. Students identify events and activities that are repeating.
	KH-017 KH-018	Students chant the days of the week and the months of the year. Cut a calendar into days or months and distribute the days or months to seven or twelve students. The remainder of the class arranges the ‘calendar’ children in order of the days or months.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
	KH-017 KH-018	Post four different words to indicate different times of a day (e.g., morning, afternoon, evening, night). Students brainstorm activities that occur at each time of day, and identify activities that occurred yesterday and will occur tomorrow.
	KH-017 KH-018	Students take turns completing sentence patterns (e.g., Yesterday I..., Today I..., Tomorrow I will...). Students discuss and identify repeating events and activities.
	KH-017 KH-018	Students examine pictures and/or devices used to measure time (e.g., hourglass, egg timer, clock, watch, sundial, calendar...). Students discuss various uses of the devices and identify similarities and differences.
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K.2.6 Time

Assessment	Outcomes	Strategies
	<p>KH-017 KH-018</p>	<p>Acquire</p> <p>Students create personal “Days of the Week” calendars. Students brainstorm a list of repeating school routines (e.g., gym class, assembly, piano lessons...). Using symbols and words, record the events on a large wall-size calendar. Students cut out the names of the days of the week and glue them into a “Days of the Week” calendar, and record repeating school events.</p> <p>Tip: Alternately, brainstorm daily household routines. For this activity, choose either version of the weekly calendar - wheel or chart - depending on students’ needs. A wheel helps students understand the cyclical, repeating pattern of the days of the week, while the chart better resembles a real calendar.</p> <p> K.2.6 a BLM: Time—Days of the Week Wheel</p> <p> K.2.6 b BLM: Time—Days of the Week Chart</p> <p>_____ or _____</p>
	<p>KH-017 KH-018</p>	<p>Students brainstorm yearly repeating patterns and events (e.g., birthdays, celebrations, weather patterns, seasonal routines...). Students browse calendars and identify the time of year the repeating events occur. Students illustrate symbols on sticky notes and place them on a class calendar to represent the repeating events.</p> <p>TIP: Students may use a word-processing calendar template and insert images representing repeating events.</p> <p>_____ or _____</p>
	<p>KH-017 KH-018</p>	<p>Students fold and divide a sheet of paper into three sections and label sections with the words yesterday, today, and tomorrow. Students survey peers to identify something they did at each of the three times, and illustrate the event in the appropriate section. Students share their three-day calendars with peers and identify repeating patterns and events.</p> <p style="text-align: right;"><i>(continued)</i></p>
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K.2.6 Time

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
	KH-017 KH-018	Using a word processor, students open a calendar template and insert clip art images representing events that occurred yesterday, are occurring today, and will occur tomorrow. Students describe their calendars to peers and identify repeating patterns and events.
	KH-017 KH-018	Post a large timeline on the wall that includes the months of the year. Students identify repeating patterns and events, and illustrate symbols on the timeline to represent each event. Each day, students identify an event that occurred yesterday, are occurring today, and will occur tomorrow, and using sticky notes, post the event on the timeline. Tip: The timeline is a powerful visual tool for helping students understand abstract concepts related to time. Consider using the timeline calendar throughout the year to reinforce their understanding.
Apply		
	KH-017 KH-018	Students create a “Week Wheel”. They label a circle divided into seven sections with a day of the week. Students illustrate activities that they do each day of the week and describe them to peers, identifying those that are repeating events.  BLM: Time—Week Wheel
	KH-017 KH-018	Students create a “Year Chain” to illustrate patterns and events that occur in their lives. Using 12 equal sized strips of paper, students label each strip with a month of the year. Students illustrate the strips with events that occur during that month. They glue the strips of paper together to form a circle linking all the months of the year.
<i>(continued)</i>		
Teacher Reflections		

Assessment	Outcomes	Strategies
		Apply <i>(continued)</i>
		_____ or _____
	KH-017 KH-018	Students create symbols to represent repeating patterns and events (e.g., losing a tooth, sports day, club meetings...). Students describe when each event occurs and post the symbol on a class calendar to identify when it occurred.
		_____ or _____
	KH-017 KH-018	In partners, students dramatize events that occurred yesterday, are occurring today, and will occur tomorrow, or an event that repeats throughout their lives (e.g., birthdays, Canada Day...). Peers identify the event, when it occurs, and describe whether it is a repeating event.

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Cluster 2—Connecting and Belonging:

Using their “The People Around Me” portfolio, students share examples of ways we depend on others and show how they can express appreciation to the people around them.



BLM: The People Around Me: Connecting and Reflecting

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