

Being Together

The World Around Me

GRADE
K

3
CLUSTER





Cluster 3

Learning Experiences: Overview

K.3.1 Landmarks in My Community

KL-014 Describe the location of their home in relation to familiar landmarks.

Include: the name of their village, town, city, or First Nation community.

KL-015 Identify familiar places and landmarks.

Examples: parks, statues, buildings, natural landmarks...

KL-015F Identify meeting places where they can associate with other francophones.

K.3.2 The Natural Environment

KL-012 Describe characteristics of the local physical environment.

Include: natural and constructed elements.

KL-013 Give examples of how the natural environment influences daily life.

Examples: work, play, clothing...

VL-003 Appreciate the beauty and importance of the natural environment.

K.3.3 Globes, Maps, and Models

KL-016 Recognize globes, maps, and models as representations of actual places.

VG-005 Demonstrate interest in the larger world beyond their immediate environment.

K.3.4 Canada, Our Country

KC-005 Recognize that they live in a country called Canada.



K.3.5 Basic Needs in Other Places

KG-020 Recognize that people all over the world have the same basic needs.

Examples: food, clothing, shelter..

KG-021 Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.

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 study the world around them, exploring the physical environment of their local neighbourhood and learning that they live in a country called Canada. They learn that although all people have the same basic needs, they have different ways of meeting those needs.



Engaging Students in the Cluster

- Display a Canadian flag in the classroom year round and make reference to it at appropriate times (e.g., singing the national anthem, in discussions...).
- Display a poster of the national anthem lyrics and invite students to create pictures to illustrate the poster.
- Create a Canada bulletin board display with pictures representing every territory and province.
- Create a book display of Canadian landscapes.
- Create a Canada center with artifacts, icons, and art (e.g., coins, souvenirs, flag, reproductions, music...).
- Using pictures and guided imagery representing Canadian places, take students on an imaginary bus ride of Canada. Using the senses, children describe what they see, hear, and smell along the way.
- Students view video clips of people in other places in the world to observe various ways of meeting basic needs (e.g., food, clothing, shelter...).
- Display a Canadian wall map and have students mark places they have visited.
- Create a mapping center with a variety of globes, maps, and models representing Canadian places.
- Create a visual display illustrating examples of how our basic needs are met by the Canadian natural environment (e.g., food—wheat/bread, fish, fruit; water; shelter—trees/wood; minerals...).

Learning Experiences Summary

K.3.1 Landmarks in My Community

K.3.4 Canada, Our Country

K.3.2 The Natural Environment

K.3.5 Basic Needs in Other Places

K.3.3 Globes, Maps, and Models



Learning Experience: K.3.1 Landmarks in My Community

- KL-014 Describe the location of their home in relation to familiar landmarks.
Include: the name of their village, town, city, or First Nation community.
- KL-015 Identify familiar places and landmarks.
Examples: parks, statues, buildings, natural landmarks...
- KL-015F Identify meeting places where they can associate with other francophones.

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

Description of the Learning Experience







Students explore familiar places and landmarks in their community and explore how landmarks can be references to locate their homes and other familiar places.

Vocabulary: location, landmark (See Appendix D for Vocabulary Strategies.)







K.3.1 Landmarks in My Community

Assessment	Outcomes	Strategies
	KL-014 KL-015	<p>Activate</p> <p>Students bring in photographs or pictures of familiar places and landmarks and share them with the class, describing the relative location of their home in relation to the landmark (e.g., “My apartment is in Winnipeg, on the river, close to Assiniboine Park.”; “My house is in Steinbach, one block from the water tower.”...). Students discuss why the places and landmarks are significant.</p>
	KL-014 KL-015	<p>or</p> <p>Students brainstorm familiar places and landmarks in the community (e.g., park, statue, school, river...). Students discuss the importance of the landmarks and create an illustration of their homes in relation to local landmarks.</p>
<i>(continued)</i>		
Teacher Reflections		






K.3.1 Landmarks in My Community

Assessment	Outcomes	Strategies
<p>Activate <i>(continued)</i></p> <p style="text-align: center;">or</p>		
	<p>KL-014 KL-015</p>	<p>As an Admit slip, students describe a familiar place or landmark they observed on their trip from home to school. Students describe the location of their home in relation to the landmark.</p>
<p style="text-align: center;">or</p>		
	<p>KL-014 KL-015</p>	<p>In partners, students play “I spy with my little eye” describing familiar places or landmarks. Students provide more clues about the landmark until partners correctly guess the landmark. When the partner correctly guesses the landmark, they describe its location in relation to their home.</p>
<p style="text-align: center;">or</p>		
	<p>KL-014 KL-015</p>	<p>Post pictures of familiar community places and landmarks. Each day provide clues about one of the pictures, describing its location and why it is important in the community (e.g., I am thinking about a landmark in the park; the landmark helps us remember the soldiers that died in the wars...). Students guess the landmark being described, and once it is identified, describe the relative location of their home in relation to the landmark.</p>
<p>Acquire</p>		
	<p>KL-014 KL-015</p>	<p>Students play “Jelly Bean Hunt” to practise mapping skills and locate objects using relative terms.</p> <p>Tip: “Jelly Bean Hunt” is free software available for download.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
<p style="text-align: center;">or</p>		
	<p>KL-014 KL-015</p>	<p>Create an interactive bulletin board matching game to explore familiar places and landmarks. Post pictures of significant community places and landmarks on one side of a bulletin board and word cards identifying their names and locations on the other side. Students take turns matching pictures with names and describing the relative location of places in relation to their home.</p>
<p><i>(continued)</i></p>		
<p>Teacher Reflections</p>		

K.3.1 Landmarks in My Community

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-014 KL-015	Students interview family and community members to learn about the significance of a familiar place or landmark in the community. Students share information with peers and describe the landmark and its relative location in relation to their home.
or		
	KL-014 KL-015	Students discuss why it is important to know the location of their homes, including the name of their village, town, city, or First Nation community. Students describe the location of their home in relation to familiar places and landmarks. Tip: Consider having students practice reciting their full addresses, which were learned in a previous learning experience. During the discussion, consider asking guided safety-related questions to help students identify safe places to go if they are ever in danger.
or		
 	KL-014 KL-015	On a school or community walk, students take digital photographs or sketch and label familiar places and landmarks. Students post the pictures on a bulletin board in their relative location to the school and create pictures of their homes and add them to the bulletin board. Students take turns identifying familiar places and landmarks that are close to their homes.
or		
	KL-015	Students play a “Places and Landmarks” movement game. Students associate familiar places and landmarks with a physical movement (e.g., cenotaph = marching and saluting; fire station = climbing a ladder; park = throwing and catching a ball; library = sitting cross-legged, turning the pages of a book...). When a familiar place or landmark is called out students perform the associated action.
Teacher Reflections		

K.3.1 Landmarks in My Community

Assessment	Outcomes	Strategies
	KL-014 KL-015	Apply Post a large wall map of the community that includes major streets or roads. Students create symbols to represent their homes and significant community places and landmarks and attach them to the map. Using the completed map, students describe the route they take from home to school, identifying familiar places and landmarks they see along the way.
	KL-014 KL-015	Students create an illustrated community map identifying their route from home to school. Students include illustrations of familiar places and landmarks they pass along their route.
	KL-015	Students create an “Our Community Landmarks” class book. Students illustrate individual pages describing a familiar place or landmark, and describe why the place or landmark is important. Students compile pages in a class book.
	KL-014 KL-015	Collaborative groups of students create a model of their community, including their homes and familiar places and landmarks. Students describe the landmarks, including the location of the landmarks in relation to their homes.
	KL-014 KL-015	Students create invitations to a pretend party. The invitation includes an illustration of their home and a description of the location of their home in relation to familiar community places and landmarks. Students exchange invitations with a partner and describe aloud the relative location of their home and how to get there from the school.
Teacher Reflections		



Learning Experience: K.3.2 The Natural Environment

- | | |
|--------|--|
| KL-012 | Describe characteristics of the local physical environment.
<i>Include: natural and constructed elements.</i> |
| KL-013 | Give examples of how the natural environment influences daily life.
<i>Examples: work, play, clothing...</i> |
| VL-003 | Appreciate the beauty and importance of the natural environment. |

Description of the Learning Experience







Our daily lives are influenced by and dependent on the natural environment. Students explore the physical characteristics of their community and discover its importance in their lives. As well, they learn that they can take personal action to support the environment.

Vocabulary: natural, constructed, physical, environment, influence, appreciate, beauty, beautiful, important, action (See Appendix D for Vocabulary Strategies.)







K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
	KL-012 KL-013 VL-003	<p>Activate</p> <p>As an Admit Slip, students submit “beautiful” pictures of the natural environment they bring from home and describe what they find to be beautiful in the images. Students post pictures on a bulletin board display entitled “Our Beautiful Land” and brainstorm examples of the importance and influence of the natural environment.</p> <p>or</p>
	KL-012 KL-013 VL-003	<p>Discuss the difference between natural and constructed elements. In the classroom or playground students play “I spy with my little eye” to identify examples of natural and constructed elements (e.g., “I spy something that is tall.” “I spy something that is brown and green.” Answer: tree. “I spy something that is square.” “I spy something that is clear.” Answer: window). Once students identify the element, they state whether it is natural or constructed and discuss ways in which the natural elements influence their daily lives.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		









K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KL-012 KL-013 VL-003	Students brainstorm varying characteristics of the natural environment during spring, summer, fall, and winter. They discuss ways in which the seasonal elements influence their daily lives and activities and identify natural and constructed elements that are more pronounced during each season.
	KL-012 KL-013 VL-003	Collaborative groups of students view pictures of the local physical environment and identify examples of natural and constructed elements. Students discuss ways in which the natural environment influences their daily lives. Students also share their favourite characteristic of each season with the class and explain why it is their favourite.
	KL-012 KL-013 VL-003	Using a word processor, students create a clip-art collage of elements that are a part of the local physical environment. Students sort the elements according to natural or constructed elements and describe ways in which the various elements influence their daily lives.
	KL-012 KL-013 VL-003	Students listen to stories describing the physical and natural environment. They identify and discuss characteristics of the local environment, and ways in which the natural environment influences their daily lives.
Acquire		
	KL-012 KL-013 VL-003	Students read books or listen to stories about caring for the natural environment. Through guided questioning, they brainstorm examples of their appreciation for the beauty and importance of the natural environment. Ideas are recorded on a class chart and students illustrate aspects of the natural environment they appreciate as beautiful and important.
 BLM: The Natural Environment—Beautiful and Important		
<i>(continued)</i>		
Teacher Reflections		

K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-012 KL-013 VL-003	Using a T-chart, students illustrate examples of natural and constructed elements they observe in the local environment on their way to and from school. Students share examples with the class, using adjectives to describe the beauty and importance of the natural elements. Students discuss ways in which the natural elements influence their daily lives.  BLM: The Natural Environment—Natural and Constructed
or		
	KL-012 KL-013 VL-003	Students discuss ways in which the natural environment influences their daily lives. Using each of the four seasons, students illustrate examples of how the natural environment influences daily life, (e.g., work, play, clothing...)  BLM: The Natural Environment—Daily Life
or		
	KL-012 KL-013 VL-003	On a school or community walk, students identify and sketch (or take digital pictures) of natural and constructed elements in the local environment. In the classroom, students illustrate ways in which the elements influence their daily lives and compile the pictures in a booklet. Students take turns sharing their booklets, identifying both natural and constructed elements, and describing the beauty and importance of the natural environment.
or		
	KL-012 KL-013 VL-003	Place a variety of natural and constructed items in a “Mystery Bag” (e.g., Natural: rock, bag of soil or leaves, tree branch, vial of water; Constructed: pencil, ball, book...). One at a time, students turn their backs to the group and select an item from the bag. They describe the object to their peers, who try to guess the object. Once the object is identified, students determine if it is natural or constructed. As well, if it is a natural object, the student who selected it describes aspects of its beauty and importance, and ways in which it influences their daily lives.
Teacher Reflections		









K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
 	KL-012 KL-013 VL-003	<p>Apply</p> <p>Students create a class book describing the local environment. Using sentence frames modelled after “Brown Bear, Brown Bear”, students illustrate examples of natural and constructed elements in their community, describe the beauty and importance of the natural environment, or give examples of ways in which the natural environment influences their daily lives.</p> <p> BLM: The Natural Environment—Class Book</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	VL-003	<p>Students view video images of Canadian landscapes and identify physical characteristics of the environment. They identify and discuss natural elements they perceive to be beautiful or important as they view the images.</p> <p>Tip: View the video images twice. View once without interruption. On the second viewing, have students raise their hands as a signal to pause the video tape so they may immediately identify natural elements.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
 	KL-012 KL-013 VL-003	<p>Collaborative groups of students create a multimedia presentation illustrating natural and constructed elements of the local environment. Students select digital or sketch-and-scan images of characteristics of the physical environment. They record and insert sound clips describing the beauty and importance of the environment, as well as ways in which the environment influences their daily lives. Compile group presentations in a class presentation.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
 	KL-012 KL-013 VL-003	<p>Collaborative groups of students create a collage or mural illustrating natural and constructed features of the local environment. Students illustrate ways in which various elements influence their daily lives, and describe the beauty and importance of the natural environment.</p>


(continued)

Teacher Reflections

K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
or		
 	KL-012 KL-013 VL-003	Collaborative groups of students use props (e.g., clothing, tools, sporting equipment...) to dramatize characteristics of the physical environment, examples of how the natural environment influences daily life, and to demonstrate their appreciation for the beauty and importance of the natural environment. They present their vignettes to peers, who try to determine the physical characteristics and influences being demonstrated. After each presentation, performing students point out examples from their performance that demonstrate the beauty and importance of the natural environment.
or		
 	KL-012 KL-013 VL-003	Students construct a model of the local physical environment, including examples of both natural and constructed elements. In a presentation to their peers, students indicate the natural and constructed elements in their model, explain the beauty and importance of the natural environment, and describe ways in which the natural environment influences their daily lives.
or		
	KL-012 KL-013 VL-003	Collaborative groups of students plan and conduct a day to celebrate the physical environment. Students identify activities that are influenced by or dependent on natural and constructed elements in their local environment. Students create posters to highlight those activities and illustrate the beauty and importance of the natural environment. They may display their posters around the school and invite other students to participate in the celebratory activities. Tip: Consider timing this strategy to coincide with Earth Day on April 22.
 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >		
or		
 	KL-012 KL-013 VL-003	Students write letters to “Mother Nature”, thanking her for the characteristics of the local physical environment, identifying examples of how the natural environment influences their daily lives, and explaining why they appreciate the beauty and importance of the natural environment. Tip: Consider writing similar letters to members of the community (e.g., politicians, conservation officers...) who are involved in decisions affecting the environment.
<i>(continued)</i>		
Teacher Reflections		

K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-012 KL-013 VL-003	<p>Students engage in actions to support the environment. Students discuss the beauty and importance of the natural environment and identify actions they can take to support it (e.g., cleaning up litter, recycling, conserving water...). Ideas are recorded on a class “Environmental Actions” chart and posted in the classroom. Through guided discussion, students discuss the importance of taking action, in school and away from school. At regular times (e.g., once a week during opening exercises...) students share environmental actions they have taken.</p> <p>Tip: To encourage positive environmental behaviour, consider listing students names on the “Environmental Actions” chart and attaching a symbol (e.g., smiling sun...) beside their name as a reward for each time they share a positive action they have taken at school or home. As well, randomly “catch” students taking positive environmental action in the classroom or school yard and award symbols for the chart.</p>
<hr/> <p>Teacher Reflections</p>		



Learning Experience: K.3.3 Globes, Maps, and Models

- KL-016 Recognize globes, maps, and models as representations of actual places.
- VG-005 Demonstrate interest in the larger world beyond their immediate environment.

Description of the Learning Experience

Globes, maps, and models are abstract representations of real places on the earth. Students explore different representations of their world and become more aware of the larger world outside of their community.

Vocabulary: globe, map, model, representations, world, earth (See Appendix D for Vocabulary Strategies.)






K.3.3 Globes, Maps, and Models

Assessment	Outcomes	Strategies
Activate		
	KL-016 VG-005	As an admit slip, students submit pictures they have found in catalogues and magazines of everyday objects and items (e.g., food, clothing, computer, toys...). They post their pictures on a class bulletin board and discuss how a picture is different from/represents an actual object.
or		
	KL-016 VG-005	Students view a satellite image of the earth and discuss what the image represents. They brainstorm other examples of representations of the earth (e.g., maps, pictures, globes).
or		
	KL-016 VG-005	Students view pictures and/or listen to stories about places outside of Canada. They share stories about personal travel experiences in Manitoba, Canada, or elsewhere in the world.
Teacher Reflections		




K.3.3 Globes, Maps, and Models

Assessment	Outcomes	Strategies
	KL-016 VG-005	<p>Acquire</p> <p>Students discuss the difference between real objects and representations of real objects, (i.e., models or pictures). Students view a series of objects in real, representational, and abstract form (e.g., an apple, a drawing of an apple, a ceramic apple...). They discuss how each object is the same and/or different.</p> <p>_____ or _____</p>
	KL-016 VG-005	<p>Students bring pictures from home of places they have personally visited in Manitoba, Canada, or the world. Students share a story related to the picture and discuss how the pictures are representations of actual places they have been.</p> <p>_____ or _____</p>
	KL-016	<p>Post a simple map of the classroom that includes recognizable symbols for various objects in the room (e.g., door, window, desk, sink, cupboard, waste basket...). After hearing an explanation of what the map represents, students take turns pointing to one feature on the map and walking over to and touching the actual object in the room. Students discuss the idea that maps are representations of actual things/places.</p> <p>_____ or _____</p>
	KL-016	<p>Students compare a variety of different maps and models (e.g., maps of the classroom, local community, Manitoba, world, globe...). They identify similarities and differences between the maps and discuss the importance of globes, maps, and models as representations of actual places.</p> <p>_____ or _____</p>
	KL-016	<p>Students create three-dimensional models. Students view a three-dimensional model, (e.g., sculpture, diorama...) and discuss the importance of models as representations of actual things and places. Using plasticine, students select a real object in the classroom and sculpt a model of it.</p> <p>Tip: Prior to the class, instruct students to bring a piece of fruit from home to use as their modelling subject. When they are finished sculpting, have them add their plasticine fruit piece to a class display, and contribute the real fruit to a class fruit salad.</p> <p style="text-align: right;">(continued)</p>
<p>Teacher Reflections</p>		

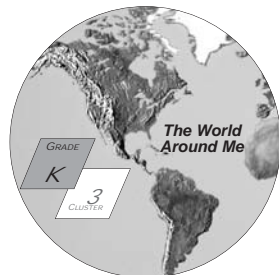
K.3.3 Globes, Maps, and Models

Assessment	Outcomes	Strategies
<i>Acquire (continued)</i>		
or		
 	KL-016 VG-005	Students listen to a story with a character who has many adventures in a day (e.g. <i>Goldilocks and the Three Bears</i>). They create a “story map” of the main character’s adventures and discuss how the “map” represents what actually happened in the story.
or		
 	KL-016 VG-005	Students create a map of the schoolyard. Using a simple map of the schoolyard with a few key features indicated for reference (e.g., school building, parking lot...) they draw images of things they observe (e.g., flower bed, play structure, tree...) on the map, or on sticky notes which they place on the map. Tip: This activity may be expanded beyond the school yard to the local community, or may be done indoors, working with a map of the classroom.
<i>Apply</i>		
	KL-016	Using a simple wall map of the school and playground, students take turns viewing drawings or photographs of objects and places found in or around the school and identify their locations on the map. Tip: Alternately, do this as an oral activity. Orally describe an object or place found in or around the school and have students take turns identifying their locations on the map. Consider expanding this activity to include the local community.
<i>(continued)</i>		
Teacher Reflections		

K.3.3 Globes, Maps, and Models

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
	<p>KL-016 VG-005</p>	<p>Students create three-dimensional models of things and places in their daily lives (e.g., the school, the local neighbourhood, their house and yard, the classroom...) and discuss the importance of models as representations of actual places.</p>
_____ or _____		
	<p>KL-016</p>	<p>Students create a map of their bedroom, indicating the main features of the room (e.g., bed, closet, window...). They draw or cut out symbols representing the things in their bedroom.</p> <p> BLM: Globes, Maps, and Models—My Bedroom</p>

<p>Teacher Reflections</p>		



Learning Experience: K.3.4 Canada, Our Country




KC-005 Recognize that they live in a country called Canada.

Description of the Learning Experience







Students explore the symbols of Canada and the idea that they are citizens in a country called Canada.

Vocabulary: member, citizen, country, Canada (See Appendix D for Vocabulary Strategies.)






K.3.4 Canada, Our Country

Assessment	Outcomes	Strategies
	<p>KC-005</p>	<p>Activate</p> <p>Following the singing of O' Canada during opening exercises, students explore the lyrics and respond to questions and discuss what they know about their country Canada (e.g., "Who knows the name of our country?" "What is a country?" "Can you name any other countries?" "What is special/different about Canada?" "What does the word 'Canada' mean to you?").</p> <p>Tip: Display a poster-sized version of the lyrics to O' Canada and refer to it during opening exercises.</p> <p> BLM: Canada, Our Country—Canadian Anthem</p> <p>or</p>
	<p>KC-005</p>	<p>Students examine various symbols of Canada and identify those they recognize. Students discuss what the symbols represent.</p> <p>Tip: Use the Clip Art search feature to find pictures of Canadian symbols which may be enlarged and printed in colour. (Key words: Canada, moose, beaver, maple leaf...)</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		






K.3.4 Canada, Our Country

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-005	Collaborative groups of students browse picture books of Canada. They discuss images they observe and share stories of their family travels in Manitoba and elsewhere in Canada.
Acquire		
	KC-005	Students examine and sort Canadian coins to identify Canadian symbols. Students discuss what the symbols mean.
or		
	KC-005	Students explore Canadian art (e.g., Group of Seven, Emily Carr...) and, using a variety of media (e.g., water colours, crayons, finger paints...) create their own artistic impressions of the land.
or		
	KC-005	Students create Canadian Symbols word cards. Students cut out pictures of Canadian symbols (e.g., maple leaf, Mountie, beaver...) and glue them beside their matching words. Students practise the names of the symbols and discuss what the symbols represent. Tip: Enlarge the key or provide students with copies of the key to help them match pictures and words.
		 K.3.4 b BLM: Canada, Our Country—Word Cards
		 K.3.4 c BLM: Canada, Our Country—Word Cards—Key
<i>(continued)</i>		
Teacher Reflections		


K.3.4 Canada, Our Country

Assessment	Outcomes	Strategies
	Acquire <i>(continued)</i>	
	or	
	KC-005	<p>Students view a wall map of Canada and give examples of places they have heard of in Canada. Students colour an outline map of Canada.</p> <p> BLM: Canada, Our Country—Outline Map of Canada</p>
	or	
	KC-005	<p>Using a large, illustrated floor map of Canada, students take toy car “journeys” across Canada. They visit different places and discuss interesting or familiar images on the map.</p> <p>Tip: Cut out pictures that are representative of each province and territory and glue them to a large map of Canada. Laminate to preserve.</p>
	or	
	KC-005	<p>Students view pictures of different types of leaves, including a maple leaf, as well as the Canadian flag. They identify which “real” leaf is found on the flag and learn the name of the maple leaf. Students observe and discuss the flag and colour a Canadian flag in its official colours.</p> <p> BLM: Canada, Our Country—Canada Flag</p>
Teacher Reflections		

K.3.4 Canada, Our Country

Assessment	Outcomes	Strategies
	KC-005	<p>Apply</p> <p>Collaborative groups of students create Canadian symbols collages. Using a wall-sized outline of a particular symbol (e.g., maple leaf), for the shape of the collage, each group finds or draws pictures of maple leaves, cuts them out, and glues them to fit inside the borders of the maple leaf outline.</p> <p>Tip: Consider having each group create a collage of a different symbol and display all of the symbols in a public area of the school in anticipation of Canada Day. To draw a wall size image of a symbol, select an image from the BLM and, with an overhead projector, project it on the wall for easy enlarging.</p> <p> BLM: Canada, Our Country—Collage Outlines</p> <hr/> <p style="text-align: center;">or</p>
	KC-005	<p>Students listen to stories and music by Canadian artists and discuss what it means to them to be a citizen of Canada.</p> <hr/> <p style="text-align: center;">or</p>
	KC-005	<p>Students generate questions and invite a guest who has immigrated to Canada to visit the class and share why they chose Canada to be their home. Students compose a collaborative class thank you letter to mail to the guest.</p> <hr/> <p style="text-align: center;">or</p>
	KC-005	<p>Students celebrate Canada Day at the end of the school year. Activities could include: the creation of oversize Canadian symbols to decorate the classroom or school; cooking or eating traditional Canadian foods (e.g., pea soup, bannock, maple candy, tourtière...); dressing in red and white, distributing miniature Canadian flags they have made to other students in the school, and awarding “Good Citizens” awards to deserving individuals in the school and community.</p> <p>Tip: Encourage students to attend a community Canada Day event with their parents on July 1st.</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

K.3.4 Canada, Our Country

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KC-005	<p>Students discuss what is special about Canada, sharing what they have learned about their country. They record and/or illustrate their feelings about living in Canada, and share their work with peers.</p> <p>Tip: Consider electronically recording students' stories about Canada and editing them into an electronic book about Canada.</p>
Teacher Reflections		

Teacher Reflections



Learning Experience: K.3.5 Basic Needs in Other Places

- KG-020 Recognize that people all over the world have the same basic needs.
Examples: food, clothing, shelter..

- KG-021 Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.

Description of the Learning Experience

People everywhere have the same needs, although they may have different ways of meeting them. Students review the concept of needs and explore how people in other places meet their needs.

Note: Students focussed on basic needs in K.1.2, Cluster 1, Learning Experience 2 (See page 62).

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






Vocabulary: need, want, world, shelter (See Appendix D for Vocabulary Strategies.)

K.3.5 Basic Needs in Other Places





Assessment	Outcomes	Strategies
	KG-020 KG-021	<p>Activate</p> <p>Students review the concept of needs. They discuss the difference between the terms <i>needs</i> and <i>wants</i>, and sort pictures to distinguish needs and wants.</p> <p>Tip: Students learn about needs and wants in Cluster 1.</p> <p> BLM: Basic Needs in Other Places—Picture Sort</p>
	KG-020 KG-021	<p>or</p> <p>Students view pictures of people in other places. They each select one picture to share with peers and identify the basic need being met in the picture. Using clues in the picture, students brainstorm where in the world the picture may have been taken.</p> <p>Tip: Select a variety of “people in other places” pictures that show people meeting their needs (e.g., carrying water, shopping in an outdoor market, harvesting food by hand...) and if possible, featuring identifiable geographic features and landmarks, as well as cultural images and icons.</p>

(continued)

K.3.5 Basic Needs in Other Places

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KG-020 KG-021	Using sticky notes, students draw images of different ways to meet the basic needs of both food (e.g., milk carton, loaf of bread, apple...) and shelter (e.g., tent, house, umbrella...). They post their sticky notes on a class T-chart and identify whether it is a basic food need or basic shelter need.
Acquire		
	KG-020 KG-021	As an Admit Slip, students bring a non-perishable food item from home that originates in another country (e.g., basmati rice from India, coconut milk from Thailand, olives from Italy...). Students identify what the item is, where it originated, and (with assistance if needed) use a push pin to identify the country of origin on a world map. Items may be displayed in a “Food from Around the World” display.
	KG-020 KG-021	Students interview family members, and/or friends, neighbours, and school staff members to identify people who have immigrated to Canada and to learn how they met basic needs in their home country. Students share their findings with the class and identify different ways of meeting basic needs in other parts of the world.
	KG-020 KG-021	Students invite guest speakers to the classroom who have lived in other places. Students prepare and ask questions relating to basic needs (e.g., food, clothing, shelter, water...). Tip: Encourage guests to bring artefacts, pictures, and other items related to basic needs in their country of origin.
	KG-020 KG-021	Students read books or listen to stories about people meeting their basic needs in other parts of the world. They share stories about a country they have visited outside of Canada, and describe how people there meet their basic needs.
Teacher Reflections		

K.3.5 Basic Needs in Other Places

Assessment	Outcomes	Strategies
	KG-020 KG-021	<p>Apply</p> <p>Students create a class book entitled “Basic Needs in Other Places”. Students brainstorm a list of basic needs which are recorded on a class chart. Each student creates a page for the book, completing the sentence frame “_____ is a basic need” and illustrates different ways people meet their basic needs in other parts of the world. Compile pages in a class book.</p> <p> BLM: Basic Needs in Other Places—Class Book</p> <hr/> <p style="text-align: center;">or</p>
	KG-020 KG-021	<p>Collaborative groups of students complete a basic needs chart. Students browse journals and magazines and cut out pictures of different ways people meet their basic food and shelter needs in other parts of the world and glue them on a chart.</p> <p> BLM: Basic Needs in Other Places—Chart</p> <hr/> <p style="text-align: center;">or</p>
	KG-020 KG-021	<p>Students celebrate their connections to people in other places and recognize that people all over the world have the same basic needs by engaging in a “World Picnic”. Set up a food-tasting centre with a variety of imported fruits (e.g., pineapple from Hawaii, orange from Florida, banana from Columbia, kiwi from Australia...). Label each fruit with its country of origin, and as well, post the names of each represented country on a wall map of the world. Students taste each food item, and, using sticky notes, rate its flavour using a star system (e.g., one star for OK, four stars for very, very yummy). They note the country of origin label beside the food, and place their sticky note beside the matching name on the world map.</p> <p>Tip: Play music from other countries or sing songs in different languages to add a musical dimension to the “World Picnic”. Consider asking parents to contribute the various fruits for this activity, (already cut up), making certain they indicate the country of origin.</p>
<p>Teacher Reflections</p>		

Cluster 3—Connecting and Reflecting

Using their “The World Around Me” portfolio students share examples of things that are beautiful in the natural environment and explain why they are important to them.



BLM: The World Around Me: Connecting and Reflecting

Teacher Reflections

Teacher Reflections