

CURRICULUM

CURRICULUM CONNECTIONS

This section is for educators who want more specific information regarding the Kindergarten curriculum connections for each activity in the *Jr. Paleontologist* crate.

Kindergarten Learner Expectations: Mathematics

<i>General Learner Expectations</i>	<i>Specific Learner Expectations</i>	<i>Making Fossils</i>	<i>Dinosaur Dig</i>	<i>Dino Size</i>	<i>From Tip to Tail</i>	<i>Prehistoric Paris</i>	<i>Bag of Bones</i>	<i>Epidermis for the Era</i>
<p>Number Concepts: The child describes, orally, and compares quantities from 0 to 10, using number words in daily experiences.</p>	<ul style="list-style-type: none"> Builds and compares sets of objects, and describes the relationships among them, using the terms: more than, greater than, fewer than, less than, the same as and equal to. Orders up to 2 sets of like objects based on the number of objects in each set 			■	■			
<p>Number Operations: The child demonstrates awareness of addition and subtraction.</p>	<ul style="list-style-type: none"> Represents the processes of addition and subtraction through role playing and the use of manipulatives. 			■	■			
<p>Patterns and Relations: The child identifies and creates patterns arising from daily experiences.</p>	<ul style="list-style-type: none"> Sorts objects, using a single attribute 			■	■			
<p>Shape and Space: The child demonstrates awareness of measurement.</p>	<ul style="list-style-type: none"> Classifies and describes linear attributes of objects; e.g., long, short. Arranges objects in order of size, by length or by height. Uses the words heavier or lighter, to talk about the mass (weight) of two objects Uses the terms long time or short time, to talk about the duration of events. 	■			■		■	
<p>Statistics and Probability: The child collects and organizes, with assistance, data based on first-hand information</p>	<ul style="list-style-type: none"> Constructs, with assistance, a concrete/object graph, using one-to-one correspondence. 		■					

Kindergarten Learner Expectations: Community and Environmental Awareness

<i>General Learner Expectations</i>	<i>Specific Learner Expectations</i>	<i>Making Fossils</i>	<i>Dinosaur Dig</i>	<i>Dino Size</i>	<i>From Tip to Tail</i>	<i>Prehistoric Parts</i>	<i>Bag of Bones</i>	<i>Epidermis for the Era</i>
The child demonstrates curiosity, interest and a willingness to learn about the environment and community	<ul style="list-style-type: none"> • Begins to participate in problem solving • Shows awareness of similarities and differences in living things, objects and materials • Describes some common objects and events • Demonstrates awareness of the properties of objects and events in the environment • Generates ideas to make personal sense of objects, events and relationships 	■	■	■	■	■	■	■
The child uses materials in the environment and community and becomes aware of how others use materials.	<ul style="list-style-type: none"> • Manipulates or uses materials for a purpose; e.g., water, sand, wood, fabric • Recognizes the need to care for materials, and uses materials without wasting them • Describes the function of some common objects found in and around the home and the community • Demonstrates some ways of organizing materials; e.g., collecting, arranging, creating, transporting • Uses simple tools in a safe and appropriate manner 	■	■	■	■	■	■	■
The child demonstrates awareness of self and similarities and differences between self and others	<ul style="list-style-type: none"> • Identifies some body parts and describes the function of each; e.g., arms, legs, fingers, feet 					■	■	
The child explores familiar places and things in the environment and community	<ul style="list-style-type: none"> • Identifies people who work and help in the community • Describes some ways people and goods are transported • Recognizes changes in weather and some ways people and animals adapt to the seasons • Recognizes familiar animals and their characteristics and surroundings • Becomes aware of colours, shapes, patterns and textures in the environment 	■	■	■		■	■	■