

**Illustrative Examples**  
**for**  
**English Language Arts**

**Kindergarten to Grade 9**

**January 2000**

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**Illustrative Examples**  
**for**  
**English Language Arts**

**Kindergarten**

**January 2000**

## **PREFACE**

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Kindergarten are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

## **ACKNOWLEDGEMENT**

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

## KINDERGARTEN

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p><b>Express ideas and develop understanding</b></p> <ul style="list-style-type: none"> <li>share personal experiences prompted by oral, print and other media texts</li> <li>talk about ideas, experiences and familiar events</li> </ul> <p><b>Experiment with language and forms</b></p> <ul style="list-style-type: none"> <li>talk and represent to explore, express and share stories, ideas and experiences</li> </ul>	<ul style="list-style-type: none"> <li>After listening to the story <i>Ira Sleeps Over</i>, children share experiences they have had while spending time away from home.</li> <li>A child tells the class about learning to ride a bike. Other children are reminded of their own experiences and contribute to the discussion.</li> <li>Using the book <i>The Shopping Basket</i>, children discuss their personal grocery shopping experiences; e.g.: Child 1: I helped my mom buy the groceries for supper yesterday. Child 2: What did you buy? Child 1: We bought hamburgers and hamburger buns and salad. I'll draw a picture.</li> <li>As children draw placemats of favourite foods shared with their families on special occasions, they talk about activities and events related to those special times.</li> <li>A child talks about helping to plant a garden and tells what seeds were planted.</li> <li>After skating, pairs of children illustrate a safety rule, using a software drawing program. Children share their drawings with others.</li> <li>A child draws a picture of a cat and, with assistance, writes Snowball. The child tells about the time Snowball got stuck in a tree.</li> <li>Photographs of children feeding animals are taken by parent volunteers on a farm field trip. The photographs, together with children's comments about this experience, are displayed on a bulletin board and shared by the children with their Grade 3 buddies.</li> </ul>

## KINDERGARTEN

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p><b>Express preferences</b></p> <ul style="list-style-type: none"><li>talk about favourite oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>The children share their favourite book or favourite text from a CDROM or computer program. Child 1: (points to an illustration) This Grandpa is just like my Grandpa. Child 2: I liked using the computer to make the pictures move.</li><li>The children choose favourite photographs from a class photograph album. They tell each other what is happening in the picture. Child 1: I'm making a truck. Child 2: This is my Dad making a kite with me.</li></ul>
<p><b>Set goals</b></p> <ul style="list-style-type: none"><li>talk about own reading and writing experiences</li></ul>	<ul style="list-style-type: none"><li>A child chooses the book <i>Have You Seen My Cat?</i> and says to the teacher, "This cat is the same colour as my cat. Will you read the story to me?"</li><li>After making a counting book, a child shows it to the class and explains that the numbers in it were copied from the wall chart.</li></ul>

# KINDERGARTEN

## General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
<b>Consider others' ideas</b> <ul style="list-style-type: none"><li>listen to experiences and feelings shared by others</li></ul>	<ul style="list-style-type: none"><li>After going out into the first snowfall of the year, children listen to others tell about the experience. Child 1: It was fun to feel the snowflakes on my face. Child 2: My face got wet just like when I'm in the shower. Child 3: My hair is still wet.</li></ul>
<b>Combine ideas</b> <ul style="list-style-type: none"><li>connect related ideas and information</li></ul>	<ul style="list-style-type: none"><li>While looking at a book about polar bears, children make comments. Child 1: My sister has a polar bear toy. Child 2: I saw a nature show on TV about polar bears. They are good swimmers. Child 3: Seals are good swimmers, too.</li><li>The children listen to the story <i>Today Is Monday</i>. They retell the story, using some of their favourite foods; e.g., a child suggests egg rolls for Monday.</li></ul>
<b>Extend understanding</b> <ul style="list-style-type: none"><li>express interest in new ideas and experiences</li></ul>	<ul style="list-style-type: none"><li>On a rainy day, children put dry tempera paint on pieces of cardboard and place them out in the rain to see what happens in different locations, such as light or heavy areas of rain. Children discuss their observations.</li><li>After growing bean seeds in the science centre, children express an interest in growing other kinds of plants.</li><li>The children bring snowballs into the classroom to see how long it will take the snowballs to melt.</li></ul>





# KINDERGARTEN

## General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
<p><b>Use prior knowledge</b></p> <ul style="list-style-type: none"> <li>• connect oral language with print and pictures</li> <li>• understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed</li> <li>• expect print and pictures to have meaning and to be related to each other in print and other media texts</li> <li>• understand that print and books are organized in predictable ways</li> </ul>	<ul style="list-style-type: none"> <li>• When contributing to a class alphabet book, children draw pictures to illustrate letters of the alphabet. An adult labels the pictures.</li> <li>• At the end of the day, a child tells about a favourite activity for that day, as an adult records the words. The child illustrates the story and takes it home to share.</li> <li>• After a field trip to a farm, children write in their journals.             <ul style="list-style-type: none"> <li>– One child draws a picture of the barn and writes random letters.</li> <li>– One child draws a horse chasing a donkey and writes, “a hs and a dnk.”</li> <li>– One child draws a picture of a cat and kittens and dictates the sentence, “The mother cat had three kittens.”</li> </ul> <p>The children then share their journal entries with classmates.</p> </li> <li>• After going for a walk on a windy day, the children and teacher compose a group story to record their observations. The children illustrate individual copies of the story.</li> <li>• The children draw, sculpt or write about their favourite animals.             <ul style="list-style-type: none"> <li>Child 1 draws a picture of a bear.</li> <li>Child 2 makes a cat from modelling clay.</li> <li>Child 3 draws a picture and writes, “I lik tgr.”</li> </ul> </li> <li>• After reading <i>Humpty Dumpty</i> displayed in a pocket chart, children match pictures of the nursery rhyme with the phrase strips.</li> <li>• Using big books, children describe what they see happening in the pictures. The teacher then reads the print to tell the story.</li> <li>• After writing a class book, children work together to organize the pages; e.g., a cover with title and authors, the story or events in correct sequence.</li> <li>• At story time, a child places a familiar big book on the stand, opens it, and indicates where the class should start reading.</li> </ul>

## KINDERGARTEN

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>begin to use language prediction skills when stories are read aloud</li> <li>ask questions and make comments during listening and reading activities</li> <li>recall events and characters in familiar stories read aloud by others</li> <li>read own first name, environmental print and symbols, words that have personal significance and some words in texts</li> </ul> <p><b>Use textual cues</b></p> <ul style="list-style-type: none"> <li>attend to print cues when stories are read aloud</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>While reading <i>Rosie’s Walk</i> aloud, the teacher pauses and asks: “What do you think will happen next?” Child 1: The fox is going to eat Rosie. Child 2: The bees will sting the fox.</li> <li>While listening to <i>Time to Sleep</i>, the students chime in, “But first I must tell _____ (e.g., snail, ladybug, woodchuck).”</li> <li>While listening to texts or presentations, children say such things as: <ul style="list-style-type: none"> <li>How did they do that?</li> <li>That happened to me when ...</li> </ul> </li> <li>As the children listen to <i>Stone Soup: An Old Tale</i>, they ask questions. Child 1: What is a cellar? Child 2: Why are people called peasants?</li> <li>At the story centre, the children use felt cutouts and the feltboard to retell <i>Cinderella</i>.</li> <li>After listening to an adult or older student read the story of <i>Goldilocks and the Three Bears</i>, the children retell the story together. Child 1: Once upon a time there were three bears. Child 2: They lived in the woods. Child 3: There was a daddy bear, a mommy bear and a baby bear ...</li> <li>When the children enter the classroom each day, they pick out their own name card and put it on the attendance chart to show they are present. They also might identify the names of children who are absent.</li> <li>The children identify examples of environmental print, such as Stop, Exit and School.</li> <li>As they sing along to the song “Six Little Ducks,” the children point out on a chart the words ducks and quack.</li> <li>Using an interactive software program, a child clicks on each individual word in a story. The word is highlighted and pronounced. The child repeats the word and reads on.</li> </ul>

## KINDERGARTEN

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Use textual cues</b></p> <ul style="list-style-type: none"> <li>begin to identify some individual words in texts that have been read aloud</li> </ul> <p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"> <li>begin to make connections among sounds, letters, words, pictures and meaning</li> <li>identify and generate rhyming words in oral language</li> <li>hear and identify sounds in words</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>On the morning message chart, a child identifies and underlines the word Mom in the sentence, “My Mom had a new baby.”</li> <li>When the class shares the poem <i>I Like Bugs</i>, in the anthology <i>For the Love of Language</i>, a child recognizes the word black from the colour chart.</li> <li>Sam recognizes the letter “S” in a STOP sign and says, “There’s my ‘S’ like Sam.”</li> <li>When looking through a picture book on zoo animals, children identify the pages that tell about monkeys by looking at the pictures.</li> <li>A group of children is playing “I Spy.” One child says, “I spy with my little eye something that begins with /b/.”</li> <li>When children hear three words, such as hat, bat and ball, they choose the one that does not rhyme.</li> <li>While playing a rhyming game and hearing the word cat, children give such rhyming responses as bat, fat, mat.</li> <li>In a rhyming song, such as “Down by the Bay,” children complete a rhyming sentence, such as: “Did you ever see a bear sitting in a chair?”</li> <li>The children are composing a group story about colours. The teacher scribes the story on chart paper and stops at such words as red, green, black, purple, yellow, orange. Students answer such questions as: <ul style="list-style-type: none"> <li>What sound do you hear at the beginning of the words?</li> <li>What other sounds do you hear in the words?</li> </ul> </li> <li>From a list of words, such as hat, hill, ball, the children identify the word that begins with a different sound.</li> <li>From a list of words, such as cat, sat, cap, the children identify the word that ends with a different sound.</li> <li>The children hear and identify the beginning and ending sounds in specific words from a story read aloud by the teacher.</li> </ul>

# KINDERGARTEN

**General Outcome 2**  
 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



## 2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p style="text-align: center;">(continued)</p> <p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"> <li>associate sounds with consonants that appear at the beginning of personally significant words</li> </ul> <p><b>Use references</b></p> <ul style="list-style-type: none"> <li>recite the letters of the alphabet in order</li> <li>copy scribed words and print texts to assist with writing</li> </ul>	<ul style="list-style-type: none"> <li>A child is looking through a personal word list.            Teacher: Can you tell me what this word is?            Child: Snake.            Teacher: Yes. It’s snake. And the first letter is “s.” What is the first sound you hear in the word ssnake?            Child: ssssss            Teacher: That’s right.</li> <li>Looking at a picture book about farm animals, children are able to find the word duck in the accompanying print by knowing the sound /d/ and looking for a word that starts with the letter “d.”</li> <li>Melanie points to the first letter of her name on her name card and says, “My name starts with ‘M,’ and that says /m/.”</li> </ul> <ul style="list-style-type: none"> <li>When looking for the letter “K,” a student sings the alphabet song and points to the letters on the displayed alphabet until coming to “K.”</li> <li>The teacher gives each child a card with an alphabet letter on it. When the teacher calls out a particular letter, the child with that letter card points to the letter and sings the alphabet song up to that letter.</li> <li>At the writing centre, a child copies words seen in the classroom.</li> <li>The children draw pictures of what they did at recess and label them with scribed words, words from a class word chart or words from a picture dictionary.</li> </ul>

## KINDERGARTEN

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p><b>Experience various texts</b></p> <ul style="list-style-type: none"> <li>participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs</li> <li>listen and view attentively</li> <li>identify favourite stories and books</li> </ul> <p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>relate aspects of oral, print and other media texts to personal feelings and experiences</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>The children sit and listen to an adult read the story <i>The Three Billy Goats Gruff</i>. Some children take turns saying the words trip-trap, trip-trap in voices appropriate to each of the three billy goats.</li> <li>After listening to <i>The Party</i>, one group of children role play a family birthday party in the house centre. Another group paints pictures of a birthday cake in the painting centre.</li> <li>As the child in the story chair shares a picture story, the other children listen.</li> <li>After viewing the wordless books <i>Zoë's Snowy Day</i> and <i>Zoë's Sunny Day</i>, children discuss the similarities and differences in the two stories; e.g., both have the same character Zoë, both have pictures made of modelling clay, one takes place in winter and the other in summer, the characters are dressed differently in each book.</li> <li>At library time, the children choose favourite books to sign out and take home to read.</li> <li>The children choose a favourite book to share with a reading buddy or a small group of classmates, or to listen to in the listening centre.</li> <li>Using magazines, children cut and paste pictures of their favourite animals.</li> <li>After viewing <i>The Velveteen Rabbit</i>, the children talk about and draw a favourite old toy.</li> <li>After reading stories about pets, the children discuss the issues and responsibilities of owning a pet.</li> </ul>

## KINDERGARTEN

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>talk about and represent the actions of characters portrayed in oral, print and other media texts</li> <li>talk about experiences similar or related to those in oral, print and other media texts</li> </ul> <p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"> <li>experiment with sounds, words, word patterns, rhymes and rhythms</li> </ul>	<ul style="list-style-type: none"> <li>After the children view the videocassette <i>The Gingerbread Man</i>, they make gingerbread puppets and use them to retell the story.</li> <li>After a field trip to a hospital, the children role play a doctor's/nurse's duties.</li> <li>After viewing the videocassette <i>The Owl and the Raven</i>, the children talk about the story. Child 1: Why did the owl pour paint over the raven? Child 2: The owl got mad because the raven wouldn't stand still. Child 3: I think they were playing a game.</li> <li>After listening to <i>Clifford the Big Red Dog</i> and <i>Clifford's Pals</i>, children comment on Clifford's problem in each book and how Clifford solves his problem. The children discuss what other kinds of problems a dog could encounter.</li> <li>After the teacher reads <i>The School</i>, children relate the events in the story to their own school experiences.</li> <li>While looking at photographs of a child's camping trip, other children tell about their own vacations.</li> <li>After listening to the alphabet song "Jump and Jingle" on the CDROM <i>Chicka Chicka Boom Boom</i>, a group of children work with the teacher to create their own verses; e.g.: C—My name is Carol and my friend's name is Curtis. We come from Calgary and we like carrots.</li> </ul>

## KINDERGARTEN

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
<p><b>Understand forms and genres</b></p> <ul style="list-style-type: none"> <li>experience a variety of oral, print and other media texts</li> </ul> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"> <li>develop a sense of story through reading, listening and viewing experiences</li> <li>identify the main characters in a variety of oral, print and other media texts</li> </ul> <p><b>Experiment with language</b></p> <ul style="list-style-type: none"> <li>appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs</li> </ul>	<ul style="list-style-type: none"> <li>After viewing the videocassette <i>The Tender Tale of Cinderella Penguin</i>, the children want to learn about real penguins. They look at some books and watch a videocassette about real penguins. At circle time, the children discuss penguins—what they eat, what they do, where they live, how they care for their babies.</li> <li>The children participate in a shared reading of <i>Blue Sea</i>. One child comments that the big fish words are all pink and the little fish words are all yellow.</li> <li>While a group of children share the wordless book <i>The Snowman</i>, one child tells the story, using the pictures.</li> <li>After listening to one child tell a story, another child exclaims, “That’s like <i>The Three Little Pigs</i>, only with rabbits and a coyote!”</li> <li>The children talk about the characters and act out <i>Rumpelstiltskin</i> in the puppet centre.</li> <li>While learning about fairy tales, children dress up and pretend to be knights, princesses and dragons in a castle.</li> <li>The children chant familiar poems, and they create some new rhymes.</li> <li>The children chant the nursery rhyme “Diddle Diddle Dumpling” and dramatize it.</li> <li>The children sing songs in various languages and from different cultures.</li> </ul>

## KINDERGARTEN

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>contribute ideas and answer questions related to experiences and familiar oral, print and other media texts</li> </ul> <p><b>Elaborate on the expression of ideas</b></p> <ul style="list-style-type: none"> <li>listen to and recite short poems, songs and rhymes, and engage in word play and action songs</li> </ul> <p><b>Structure texts</b></p> <ul style="list-style-type: none"> <li>draw, record or tell about ideas and experiences</li> <li>talk about and explain the meaning of own pictures and print</li> </ul>	<ul style="list-style-type: none"> <li>The children examine and talk about leaves during a visit to a park. Child 1: This part looks like a backbone. Child 2: Everyone has a backbone. Child 3: And this part could be a leg. Child 4: And look, it can walk! (Pretends to make it walk.)</li> <li>The children recite <i>Alligator Pie</i>, as they follow the text on a large pocket chart. They then make up their own version.</li> <li>The children dance and sing to “At the Hop.”</li> <li>A child draws a picture of a pet puppy, asks an adult to print <i>My Puppy Ruff</i> under the picture, and then traces over the print or copies it.</li> <li>A child draws a picture of a soccer game and writes 4 on the picture. At circle time, the child shows the picture to the class and tells them about the game, explaining that 4 means the number of goals scored.</li> <li>A child tells a story to the class about a picture created with pastels, chalk and crayons in the craft centre.</li> </ul>



# KINDERGARTEN

## General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
<p><b>Focus attention</b></p> <ul style="list-style-type: none"> <li>attend to oral, print and other media texts on topics of interest</li> <li>make statements about topics under discussion</li> </ul> <p><b>Determine information needs</b></p> <ul style="list-style-type: none"> <li>ask questions to satisfy personal curiosity</li> </ul> <p><b>Plan to gather information</b></p> <ul style="list-style-type: none"> <li>suggest ways to gather ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>When a Grade 2 student gives a presentation on magnets, the children listen attentively and ask questions about how magnets work.</li> <li>The children play a memory game, using dinosaur models.               <ul style="list-style-type: none"> <li>The children identify each dinosaur in a display.</li> <li>The teacher covers the dinosaur display with a towel and removes one of the models.</li> <li>After the towel is removed, the children try to identify which dinosaur is missing.</li> </ul> </li> <li>After reading <i>Have You Seen Birds?</i>, the children discuss birds and bird feeders.               <p>Child 1: We made a feeder at home from a milk carton.</p> <p>Child 2: So did we! Ours is big! We put sunflower seeds in it.</p> <p>Child 3: How many birds visit at your feeder?</p> <p>Child 4: Can we make a feeder?</p> </li> <li>The children create their own boats in the craft centre and explore, at the water table, if they sink or float. They ask such questions as:               <ul style="list-style-type: none"> <li>Why did my paper boat float first and then sink?</li> <li>What are the windows in the boat called? Will the boat float if you open them?</li> <li>Will my boat sink?</li> <li>How did you get your boat to float?</li> </ul> </li> <li>After one child tells the class about a new Dalmatian puppy, the children talk about different kinds of dogs. The children brainstorm how they could find out more about dogs.               <p>Child 1: My cousin has two dogs. I could ask him.</p> <p>Child 2: We could look in the school library.</p> <p>Child 3: I could ask the veterinarian when my dog goes for shots.</p> <p>Child 4: My Mom and I could check on the computer.</p> </li> </ul>

# KINDERGARTEN

## General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p><b>Use a variety of sources</b></p> <ul style="list-style-type: none"><li>• seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos</li></ul> <p><b>Access information</b></p> <ul style="list-style-type: none"><li>• use illustrations, photographs, video programs, objects and auditory cues, to access information</li></ul> <p><b>Evaluate sources</b></p> <ul style="list-style-type: none"><li>• ask questions to make sense of information</li></ul>	<ul style="list-style-type: none"><li>• The children are learning about bats and they want to draw pictures of bats. They refer to such picture books as <i>Stellaluna</i>, explore a bookmarked web site on the Internet, or question a guest speaker on the Science Hotline to get details about what bats look like.</li> <li>• The children find out how eggs hatch, by observing the hatching of a baby chick from an incubated egg in the science centre.</li><li>• Using a CDROM program, the children find things that start with the letter “F.”</li> <li>• A child makes a paper kite at home, brings it to class and describes how it was made. Classmates ask questions, such as:<ul style="list-style-type: none"><li>– Why do you need a tail on the kite?</li><li>– How much string do you need?</li><li>– What do you do, if it is not very windy?</li><li>– Where did you get the paper?</li></ul></li></ul>

# KINDERGARTEN

## General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
<p><b>Organize information</b></p> <ul style="list-style-type: none"> <li>• categorize objects and pictures according to visual similarities and differences</li> </ul> <p><b>Record information</b></p> <ul style="list-style-type: none"> <li>• represent and talk about ideas and information; dictate to a scribe</li> </ul> <p><b>Evaluate information</b></p> <ul style="list-style-type: none"> <li>• share new learnings with others</li> </ul>	<ul style="list-style-type: none"> <li>• The children categorize shells into groups according to specific attributes, like colour, shape, size and texture. As they sort the shells, they make such comments as:             <ul style="list-style-type: none"> <li>– This shell is the same colour, but not the same size.</li> <li>– All of these shells are white.</li> <li>– This shell is bumpy, and these are smooth.</li> </ul> </li> <li>• Each child puts a shoe into a pile. The teacher sorts the pile according to a particular attribute, such as laces or no laces. The children then try to determine the teacher’s secret sorting criteria.</li> <li>• After the children watch baby chicks hatch, they illustrate the process in their journals. The children then dictate the sequence of events, as a parent or older student records.</li> <li>• After listening to the story <i>A Lost Button in Frog and Toad are Friends</i>, children look through a collection of buttons to choose a favourite one. One child draws a button and dictates, “My button is little and pink. It has two holes.”</li> <li>• After building a car in the block centre, a child explains to a classmate how the wheels were connected to make the car move.</li> <li>• Two children build a tower in the block centre. The teacher takes pictures during the building process. Other children see and use the resulting photographs as a reference during block play.</li> </ul>

# KINDERGARTEN

## General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p><b>Share ideas and information</b></p> <ul style="list-style-type: none"><li>• share ideas and information about topics of interest</li></ul> <p><b>Review research process</b></p> <ul style="list-style-type: none"><li>• share information-gathering experiences</li></ul>	<ul style="list-style-type: none"><li>• While playing a tabletop hockey game, a child shares information about playing hockey.<ul style="list-style-type: none"><li>– You have to wear a helmet and skates.</li><li>– You shoot the puck with a hockey stick.</li><li>– When the puck goes in the net, it's a goal!</li></ul></li> <li>• After presenting their class-made big book about penguins to the Grade 1 class, the children tell the audience how they got their information.<ul style="list-style-type: none"><li>Child 1: We looked in books, and we saw pictures of the rookeries.</li><li>Child 2: A video told us that penguins live in the Antarctic.</li><li>Child 3: We had a speaker from the zoo who told us about krill and squid.</li></ul></li></ul>

# KINDERGARTEN

## General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p><b>Appraise own and others' work</b></p> <ul style="list-style-type: none"> <li>make statements related to the content of own and others' pictures, stories or talk</li> </ul> <p><b>Revise and edit</b></p> <ul style="list-style-type: none"> <li>retell ideas to clarify meaning in response to questions or comments</li> </ul> <p><b>Enhance legibility</b></p> <ul style="list-style-type: none"> <li>form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner</li> <li>explore the keyboard, using letters, numbers and the space bar</li> </ul>	<ul style="list-style-type: none"> <li>While one child shares a journal from the author's chair, the other children make comments; e.g.: Child 1: What did you do at the park? Child 2: Your yellow and orange leaves look like the ones in the park.</li> <li>While building a snowman one child comments, "This reminds me of how Sadie made her snowman in <i>Sadie and the Snowman</i>."</li> <li>A child tells the group about losing a tooth the previous night and responds to questions from classmates. <ul style="list-style-type: none"> <li>How did your tooth come out?</li> <li>What were you eating at the time?</li> <li>Did it hurt?</li> <li>What did you do with your tooth?</li> </ul> </li> <li>The children practise writing letters in a sand/rice table, using a manipulative.</li> <li>A child draws a picture of a house and family and labels it My Home.</li> <li>At the computer centre, one child uses the keyboard to make a pattern; e.g., abc abc abc. Another child copies the pattern and makes a new one, using numbers; e.g., 36 36 36.</li> </ul>

# KINDERGARTEN

## General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p><b>Expand knowledge of language</b></p> <ul style="list-style-type: none"> <li>• explore and experiment with new words and terms associated with topics of interest</li> <li>• experiment with rhymes and rhythms of language to learn new words</li> </ul> <p><b>Enhance artistry</b></p> <ul style="list-style-type: none"> <li>• experiment with sounds, colours, print and pictures to express ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• While learning about spring, the teacher reads the book <i>One Bright Monday Morning</i>. The children then brainstorm what they might see on their way to school in springtime.</li> <li>• The children compose their own zoo version of “Old MacDonald Had a Farm.”</li> <li>• The children use the poem <i>Dinosaur Dinner</i>, in the anthology <i>Til All the Stars Have Fallen: Canadian Poems for Children</i>, to learn the names of dinosaurs.</li> <li>• The children read a story in a software reading program. They then use the draw and paint toolbar to colour their own version of the story.</li> <li>• While the teacher reads the book <i>Leo the Late Bloomer</i>, children observe and discuss how the illustrator depicts the drawing, writing and voices of the different animals.</li> </ul>

# KINDERGARTEN

## General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p><b>Attend to grammar and usage</b></p> <ul style="list-style-type: none"> <li>develop a sense of sentence</li> </ul> <p><b>Attend to spelling</b></p> <ul style="list-style-type: none"> <li>hear and identify dominant sounds in spoken words</li> <li>demonstrate curiosity about visual features of letters and words with personal significance</li> <li>connect letters with sounds in words</li> <li>print own name, and copy environmental print and words with personal significance</li> </ul>	<ul style="list-style-type: none"> <li>While the teacher is reading <i>Don't Forget the Bacon</i>, the children complete the repeated oral cloze "... and don't forget the bacon."</li> <li>After the children sing the song "Mr. Sun," the teacher asks them what sound they hear at the beginning of the word Sun. The children identify the sound and name other words that begin with /s/.</li> <li>On a language experience chart, children point out all the words that begin with the same letter as Dad or their own name.</li> <li>In the house centre, a child prepares for shopping by writing a pretend grocery list.</li> <li>In the painting centre, the children experiment with painting their names in fancy, colourful letters.</li> <li>The children try to form letter shapes by using their bodies.</li> <li>Using the alphabet book <i>On Market Street</i>, children identify the beginning letter, and its sound, of the gifts that are purchased in the shops along Market Street.</li> <li>When writing the word jam on a class web of favourite foods, a child says, "Jam ... /j/... I think it starts with the letter 'j.'"</li> <li>A child prints Kelly at the bottom of a painting about a family picnic.</li> <li>A child makes a journal entry about a pet cat and labels the picture with the letters cat, copied from a classroom chart.</li> </ul>

# KINDERGARTEN

## General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p><b>Attend to capitalization and punctuation</b></p> <ul style="list-style-type: none"><li>recognize capital letters and periods in print texts</li><li>capitalize first letter of own name</li></ul>	<ul style="list-style-type: none"><li>After the children take a walk in the fall leaves, they dictate a class story. Child 1: We rolled in the leaves. Child 2: The leaves were yellow and crunchy. The teacher talks through the sentences while writing, and the children recognize that each child’s statement begins with a capital letter and ends with a period.</li><li>Two children are looking at a class story, recorded on chart paper. Child 1: Can you find my name? It starts with a capital “T.” Child 2: Yes. It’s here (points) and here (points).</li><li>The children sign a thank-you card, using their own name cards as models.</li><li>The children spell their names, using upper and lower case magnetic letters.</li></ul>



## KINDERGARTEN

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p><b>Present information</b></p> <ul style="list-style-type: none"> <li>share ideas and information about own drawings and topics of personal interest</li> </ul> <p><b>Enhance presentation</b></p> <ul style="list-style-type: none"> <li>use drawings to illustrate ideas and information, and talk about them</li> </ul> <p><b>Use effective oral and visual communication</b></p> <ul style="list-style-type: none"> <li>speak in a clear voice to share ideas and information</li> </ul> <p><b>Demonstrate attentive listening and viewing</b></p> <ul style="list-style-type: none"> <li>follow one- or two-step instructions</li> <li>make comments that relate to the topic being discussed</li> </ul>	<ul style="list-style-type: none"> <li>After listening to a humorous poem, children draw pictures of events that made them laugh and share their drawings.</li> <li>After watching a videocassette about butterflies or listening to the teacher read books, such as <i>The Very Hungry Caterpillar</i> or <i>Butterfly &amp; Moth</i>, the children illustrate and talk about the life cycle stages of butterflies.</li> <li>A child shares a picture of the family pet dog with classmates at circle time, and talks, in a clear voice, about the dog's name, what the dog looks like and what tricks the dog performs.</li> <li>After the teacher and children sing a goodbye song, the children respond appropriately to the teacher's directions; e.g., "Put on your coats, then line up at the door."</li> <li>When talking about animal homes, the teacher shows the class a bird's nest. The children ask questions and make comments; e.g.:             <ul style="list-style-type: none"> <li>Where did you find the nest?</li> <li>Did the nest have eggs in it?</li> <li>I found a nest once when we were camping, and it had three blue eggs in it.</li> </ul> </li> </ul>



## KINDERGARTEN

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p><b>Appreciate diversity</b></p> <ul style="list-style-type: none"> <li>• explore personal experiences and family traditions related to oral, print and other media texts</li> </ul> <p><b>Relate texts to culture</b></p> <ul style="list-style-type: none"> <li>• explore oral, print and other media texts from various communities</li> </ul> <p><b>Celebrate accomplishments and events</b></p> <ul style="list-style-type: none"> <li>• share stories using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments</li> </ul> <p><b>Use language to show respect</b></p> <ul style="list-style-type: none"> <li>• use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• The children make a birthday graph to show how many children have a birthday in each month.</li> <li>• After reading <i>Rolly's Bear</i>, children talk about stories told to them by older family members.</li> </ul> <p>After reading <i>Thor</i>, children discuss their different cultural backgrounds.</p> <p>Child 1: I am Icelandic like Thor! My grandmother makes vinarterta cake like Thor's does!</p> <p>Child 2: Can she make some for us?</p> <p>The children write an invitation to the grandmother, inviting her to come to the school and bring pictures of Iceland, her collection of Icelandic sweaters and some taste samples of vinarterta.</p> <ul style="list-style-type: none"> <li>• After reading <i>Just for You</i>, the children create their own version of the story to give to a parent; e.g., "I wanted to make a picture just for you, but I spilled the paint."</li> <li>• For the class year-end celebration, the children perform a readers' theatre presentation that describes what they learned over the year.</li> </ul> <ul style="list-style-type: none"> <li>• During a question and answer session after a presentation by a dog trainer, children ask: "Mr. Smith, can we please pet your dog?" After Mr. Smith agrees, they wait for their turn.</li> </ul>

## KINDERGARTEN

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.2 Work within a Group

Specific Outcomes	Illustrative Examples
<p><b>Cooperate with others</b></p> <ul style="list-style-type: none"> <li>• participate in class and group activities</li> <li>• find ways to be helpful to others</li> </ul> <p><b>Work in groups</b></p> <ul style="list-style-type: none"> <li>• ask and answer questions to determine what the class knows about a topic</li> <li>• listen to others' ideas</li> </ul> <p><b>Evaluate group process</b></p> <ul style="list-style-type: none"> <li>• respond to questions about personal contributions to group process</li> </ul>	<ul style="list-style-type: none"> <li>• In a small group, the children work together to complete a large floor puzzle.</li> <li>• In the painting centre, five children create a farm scene, using mixed media; e.g., paint, sponges, charcoal, feathers.</li> <li>• The Helper of the Day helps the teacher take attendance and choose the storybook for the day.</li> <li>• The children visit a local nursing home to sing, draw and talk with seniors.</li> <li>• Some children want to make applesauce and talk to others about how to do it. Child 1: You have to cut the apples into little pieces. Child 2: They get all mushy. Child 3: You need a masher. Child 4: My grandma knows how. She makes great applesauce.</li> <li>• Some children are building a castle in the block centre. Child 1: Let's make the doorway here. Child 2: That would be a better place for the tower. Child 3: I agree. If the doorway were on the other side, we could add a bridge.</li> <li>• The children construct a car racetrack in the block centre. They show the teacher how it works. Teacher: What part did you build? Child 1: I made the ramp and that corner. Joey helped me.</li> </ul>

## Kindergarten References Illustrative Examples

**Please note:**

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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