

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	Kindergarten
Main Subject:	Social Studies
Big Idea:	The Natural Environment
Title:	HOW DOES THE NATURAL WORLD AROUND ME HELP ME LIVE?
Cluster:	The World around Me
Duration:	2–3 weeks; best if spiraled and woven throughout the year
Materials:	<ul style="list-style-type: none">• PowerPoint and BLMs• Internet• appropriate weather clothes as required• access to nature to collect natural items• various items from around the house• paper, pencils, pencil crayons, markers or paints, toilet or paper towel cardboard rolls, string or ribbon, stapler or tape, paint or stickers, scissors• branches, yarn or twine• optional: digital camera or smart phone (used with parent/caregiver permission and supervision)
Short Description:	In this learning experience, students will explore and discover how the natural world around them helps them live through a variety of play-based activities. Students will explore and observe nature, and sort and create using natural items. Students are also introduced to Indigenous perspectives about Mother Earth and how to care for our Earth, in this learning experience. The unit was designed to be primarily teacher- or caregiver-led, -guided, -supervised, with some independent work completed by the student.

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/index.html

0-KL-012, 0-KL-013, 0-VL-003

Mathematics: www.edu.gov.mb.ca/k12/cur/math/k_support/index.html

K.SS.2, K.N.2

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/framework/index.html

Grade K to 2 Band Practices, Elements and Descriptors—Language as Sense Making, Language as System
Language as Power and Agency Language as Exploration and Design

Science: www.edu.gov.mb.ca/k12/cur/science/outcomes/k-4/kindergarten.pdf

K-1-02, K-2-07

Visual Arts: www.edu.gov.mb.ca/k12/cur/arts/index.html

Students generate and use ideas from a variety of sources for creating art: K-1A-C1.1, K-1A-C1.2,
K-2A-I3.1

Physical Education/Health Education: www.edu.gov.mb.ca/k12/cur/physlth/kindergarten.html#Healthy
Taking Care of Yourself: K.5.K.A.1

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X	X	X	X	X	X	X		X			X	X	X

Original concept created by: K. Berezka and D. Mayer

LEARNING EXPERIENCES AND ASSESSMENT

Question: How does the natural world around me help me live?

Teacher's instructions

Use the PowerPoint, the notes on each slide, the Black Line Masters, and the rubric "I can..." statements to guide learning. It is recommended that you read through the PP, slide notes, and BLMs before beginning this learning experience and adapt/amend/modify it to your students' needs and strengths. Links are embedded in the PP slides but also in the notes for each slide for easier access.

This learning experience was developed in a project-style format using a PowerPoint and Blackline Masters to guide learning. However, kindergarten students learn best when learning is spiraled and woven throughout the whole school year, revisited several times, to deepen understanding and appreciation for the natural world. Therefore, it is recommended that this learning experience be part of a year-long focus on the natural world around us.

This learning experience contains many play-based activities because Kindergarten children learn best while playing and engaging in rich tasks. Please keep in mind that during periods of remote learning, Kindergarten students are to engage in one to two hours per day of play-based learning. Kindergarten children benefit from support from the adult guidance and supervision during the active exploration and play in nature. Much of the play-based learning suggestions involve an outdoor component which promotes and nurtures physical and mental health.

Sight word suggestions for this unit: nature, help, live, natural, constructed, sort, same, different, play, weave, physical, work, clothing, food, shelter, beauty, beautiful, important, action, Earth, and environment. (Adapted from: [K Cluster 3. Social Studies](#), p. 128)

If you choose to have children draw and write about their exploration of nature, please note that kindergarten children can show what they know by drawing pictures and writing down the sounds they can hear in the words they want to write. Kindergarten students are not expected to know how to spell whole words. Children need to know it is their ideas that matter, and we encourage them to write what they can hear and not worry about knowing all the letters they need to spell a word. Kinders need to be able to draw and write letters or words to show what they want to say; we don't expect children to know the correct spelling for words in kindergarten. Children can record their thoughts with pictures, letters, and words they know to represent their ideas.

If students do not have access to technology, you may wish to print out some of the PowerPoint slides, BLMs and/or any of the following resources to send home for caregivers to use with students:

- [Manitoba Parks Nature Detective booklet.pdf \(gov.mb.ca\)](#)
- [nature-playbook.pdf \(parks-parcs.ca\)](#)
- [why-do-sunflowers-love-the-sun-pratham-FKB.pdf \(freekidsbooks.org\)](#)
- [avani-and-the-pea-plant-pratham-fkb.pdf \(freekidsbooks.org\)](#)
- [FKB Learn-Sight-Words-Print friendly-Save the Planet.pdf \(freekidsbooks.org\)](#)
- [FKB-Stories-The-Sea.pdf \(freekidsbooks.org\)](#)
- [Free Printable Children's Mini Books. \(dltk-teach.com\)](#)
- Instructions for the Branch of Life or Nature Weaving can be found and printed from pp. K13-K16 [kindergarten sustainable development poster activities.pdf \(gov.mb.ca\)](#)
- page 10: https://media.curio.ca/filer_public/4f/0c/4f0c4d35-a957-4434-9d10-6abe1f4c268e/gbk_curriculum-spring-v10

Step-by-step instructions for students

Enjoy the learning by noticing, wondering, asking questions, sharing your thinking during discussion times, and thinking about the natural world around you and how it helps you live.

Follow the teacher instructions and have fun!

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Blackline Master 1: Story Book Retell
Blackline Master 2: Scientist Journal
Blackline Master 3: Sorting: Natural or Constructed Elements
Blackline Master 4a: ABC Practice
Blackline Master 4b: My Favourite Letters
Blackline Master 5: Which One Doesn't Belong
Blackline Master 6a-1: Exploring Nature Using Sight
Blackline Master 6a-2: Exploring Nature Using Sound
Blackline Master 6a-3: Exploring Nature Using Smell
Blackline Master 6a-4: Exploring Nature Using Touch
Blackline Master 6a-5: Exploring Nature Using Taste
Blackline Master 6b: Exploring Nature Reflection
Blackline Master 7: How to Care for Mother Earth Video Notes
Blackline Master 8: Natural World around Me Sight Words
Kindergarten Integrated Subjects Rubric.docx

Blackline Master 1

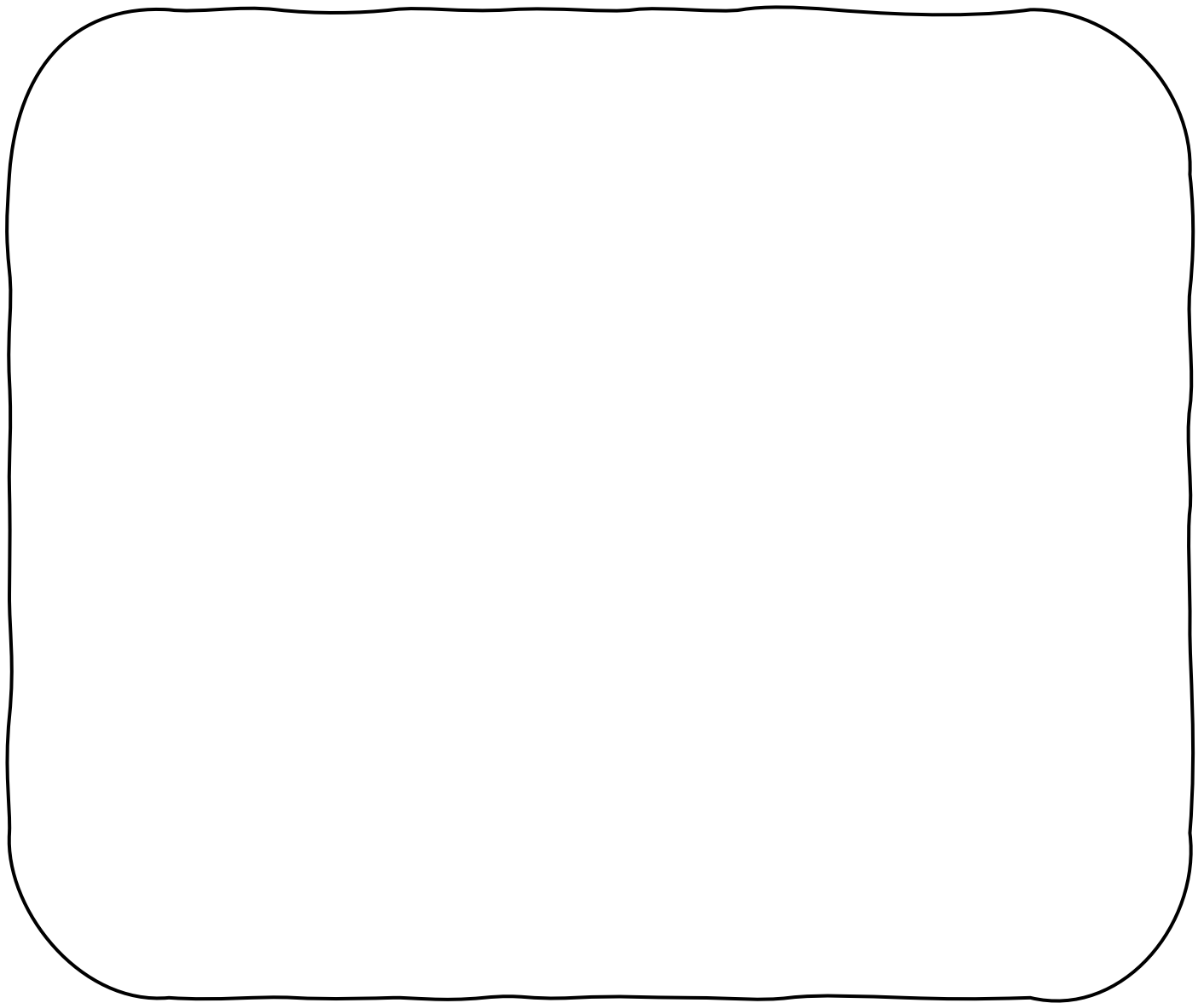
Story Book Retell

Tell and/or act out the story for a teacher, friend, or family member. Now draw pictures and/or write letters and some words to help you retell the story.

Story title:	
FIRST	
NEXT	
THEN	
LAST	

Scientist Journal

I see a _____.





It is ...

Blackline Master 3

Sorting: Natural or Constructed Elements

Are the 10 items you collected outside and inside your home natural or constructed? Place the items or draw pictures of the items in its proper column below.



Natural 	Constructed 

ABC Practice

As you listen to the ABC book, rewrite the letter in upper and lower case and draw a picture and/or write the word of the item from the book that matches the letter.

Letter	Printed Letter	Drawing and/or Word from the Book
Aa		
Bb		
Cc		
Dd		
Ee		
Ff		
Gg		
Hh		

li		
Jj		
Kk		
Li		
Mm		
Nn		
Oo		
Pp		
Qq		
Rr		

Ss		
Tt		
Uu		
Vv		
Ww		
Xx		
Yy		
Zz		

My Favourite Letters

Choose your 2 favourite letters from the Canada ABC book or the ABC's of Canada book and draw and write about it in the box below.

I like the letter _____ in the book.

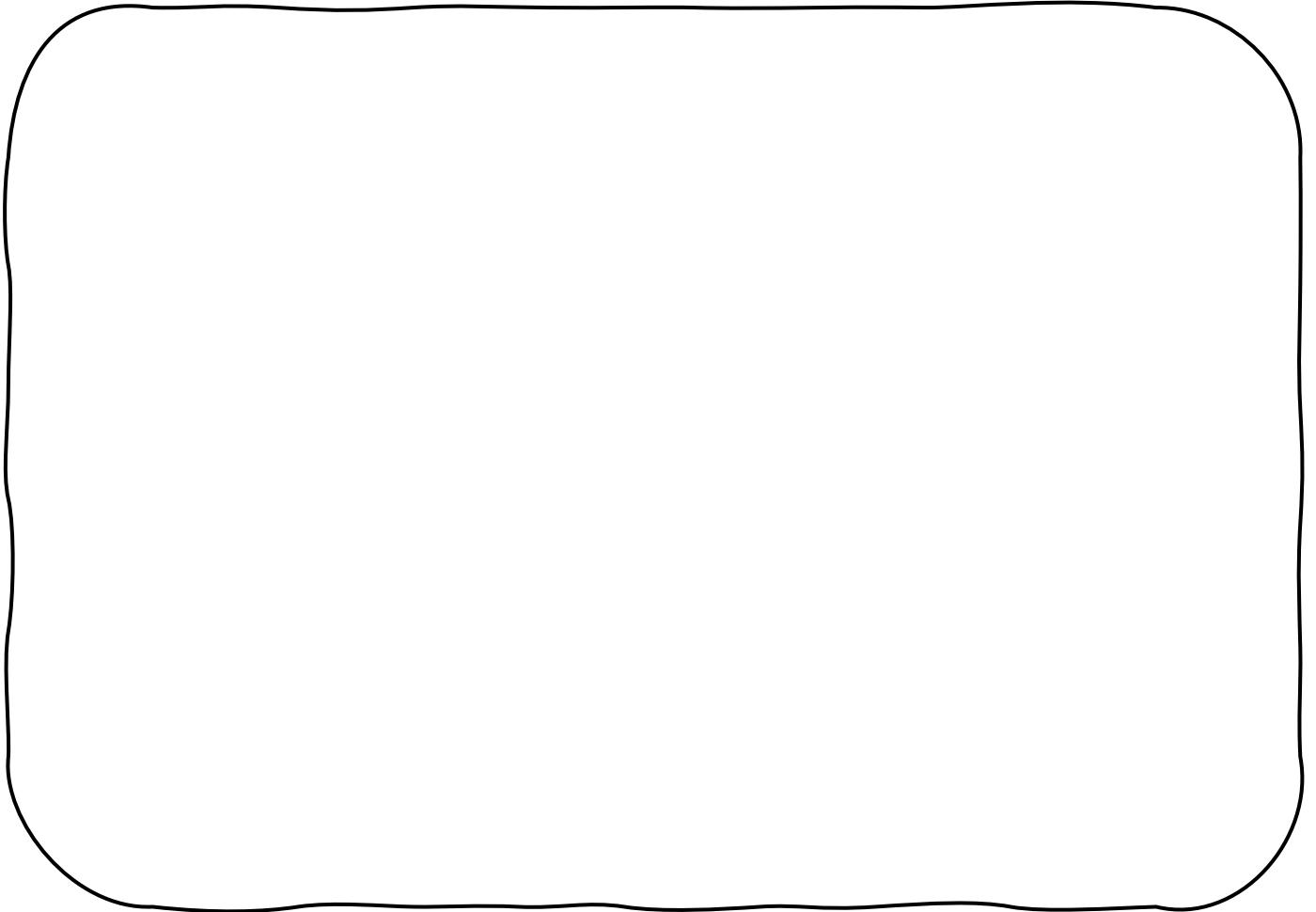
I like the letter _____ in the book.

Which One Doesn't Belong?

Draw four arrangements of natural element objects and ask a friend or family member which one they think doesn't belong.

Exploring Nature Using Sight

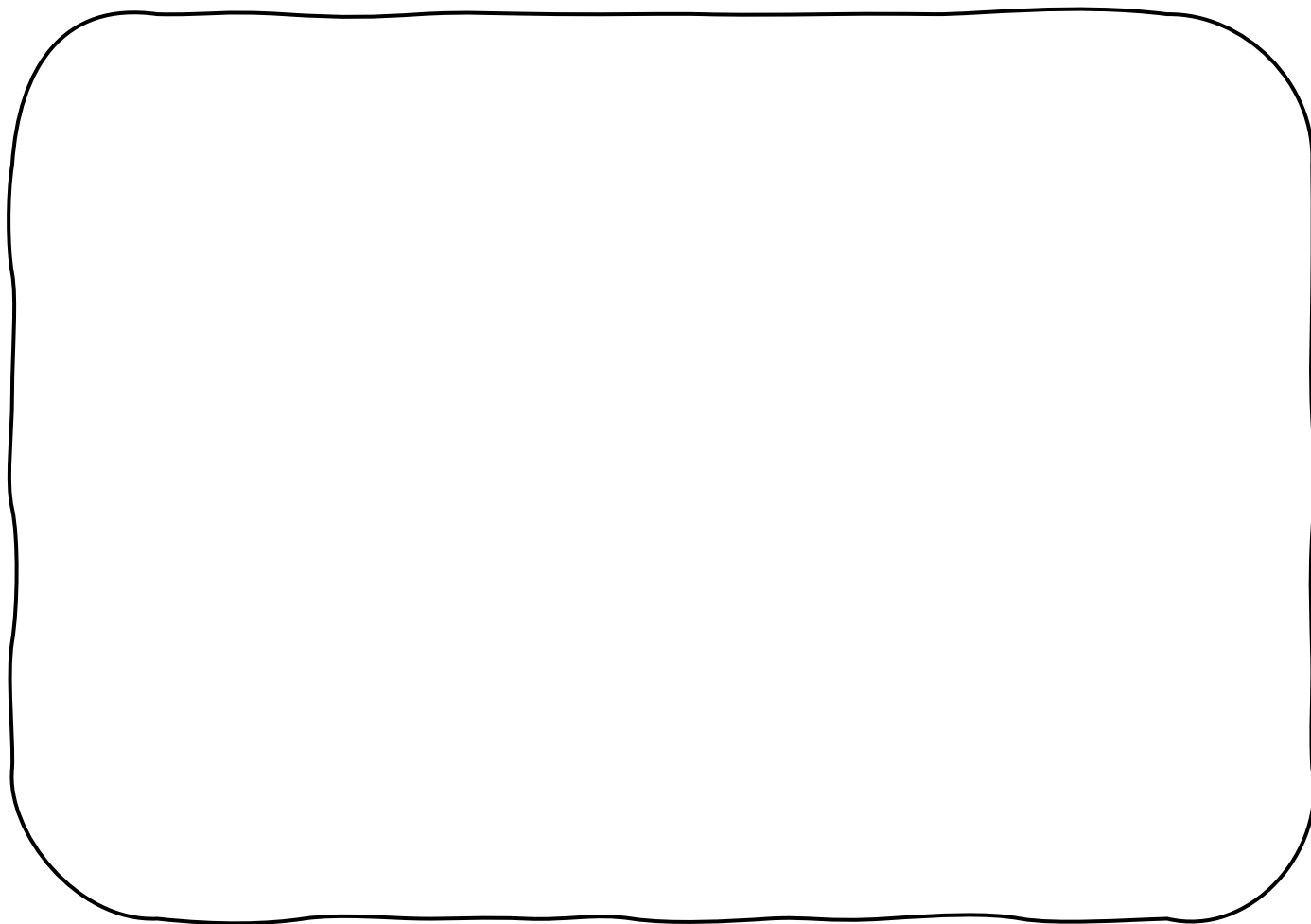
I see a _____.



It helps me live by ...

Exploring Nature Using Sound

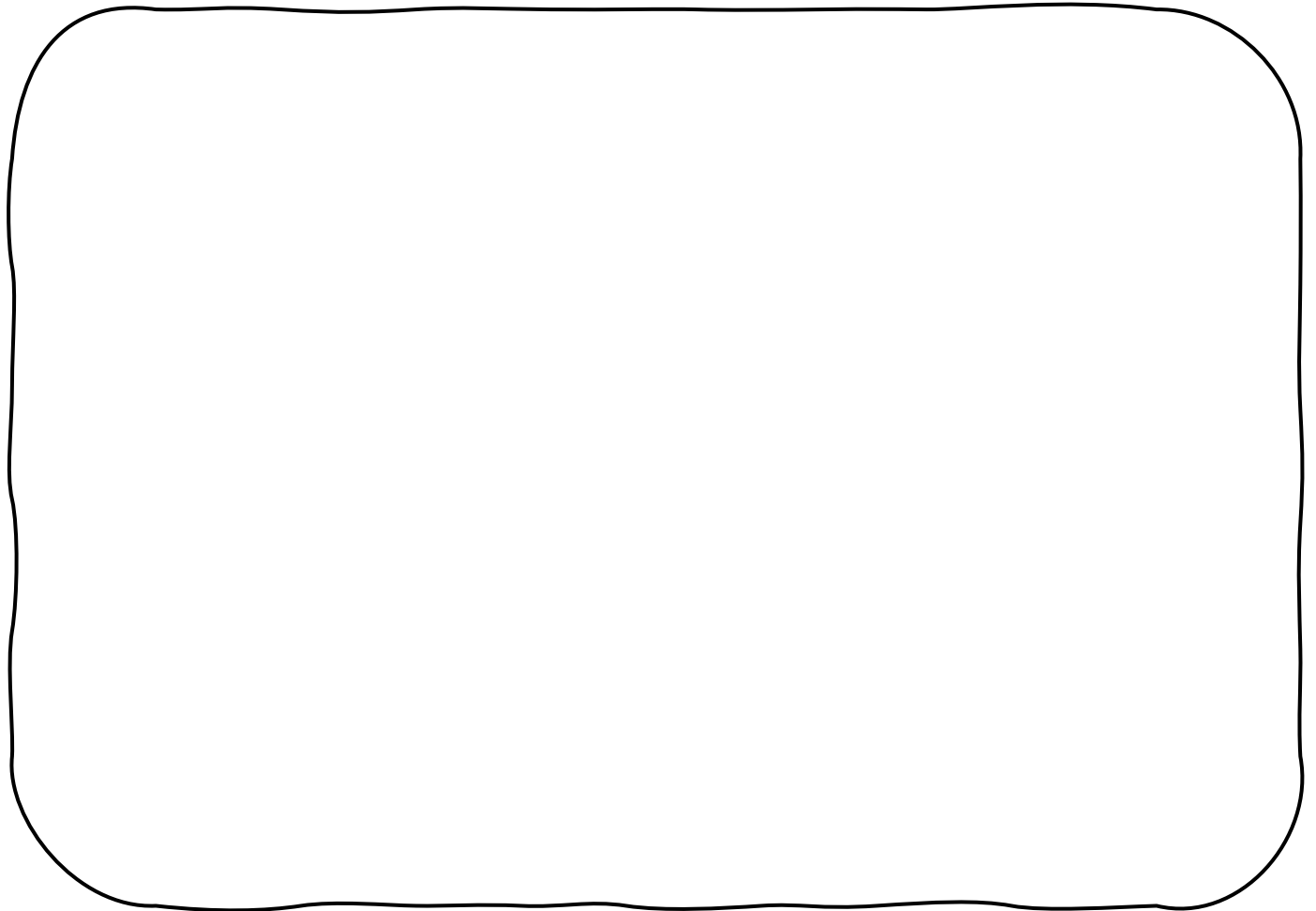
I hear a _____.

A large, empty, rounded rectangular box with a black outline, intended for a drawing or illustration.

It helps me live by ...

Exploring Nature Using Smell

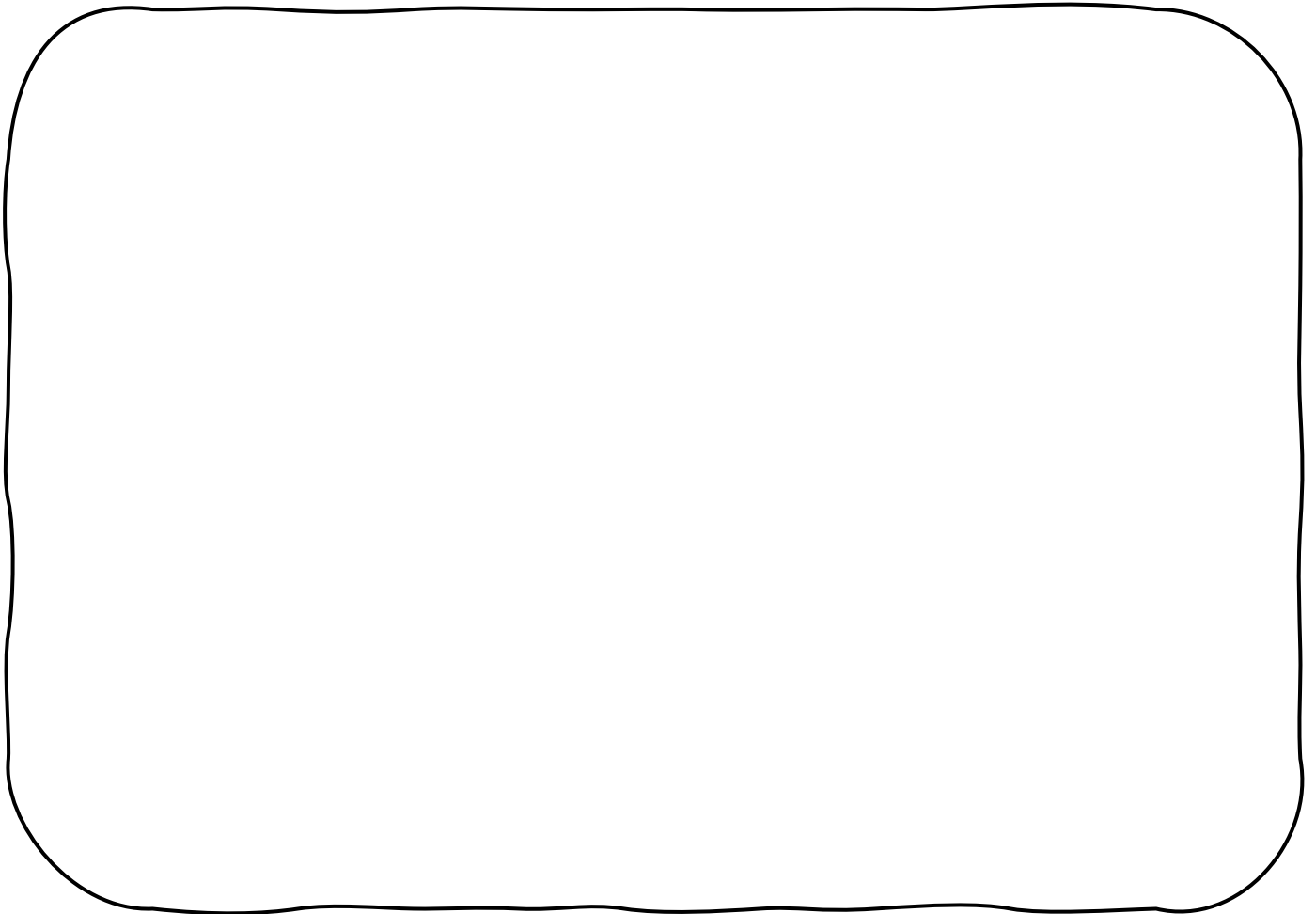
I smell a _____.



It helps me live by ...

Exploring Nature Using Touch

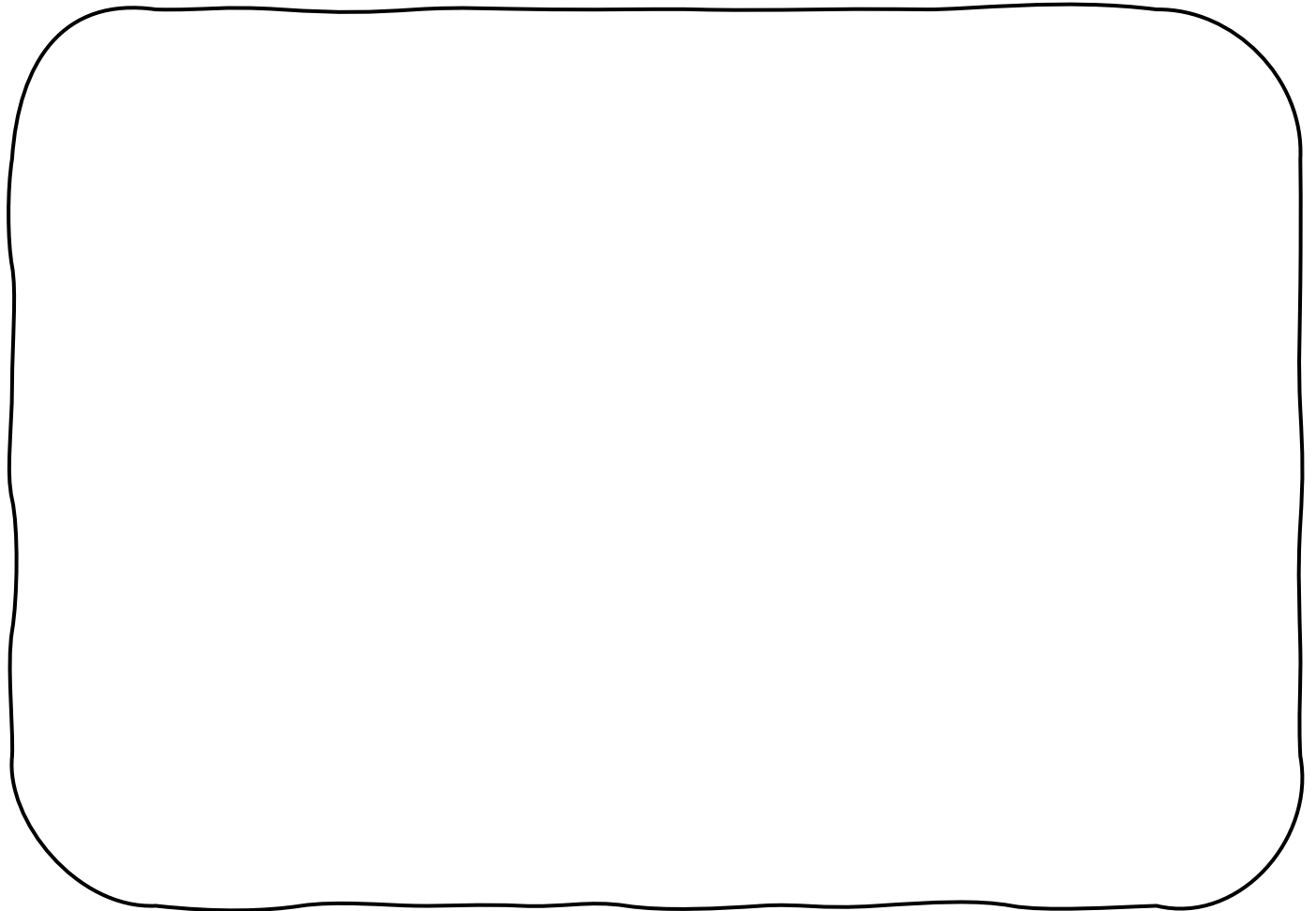
I feel a _____.



It helps me live by ...

Exploring Nature Using Taste

I taste a _____.



It helps me live by ...

Exploring Nature Reflection

<u>I saw:</u>	<u>I heard:</u>
<u>I smelled:</u>	<u>I felt:</u>
<u>I tasted:</u>	<u>I thought:</u>

Learning How to Care for Mother Earth Video Notes

[Learning how to care for Mother Earth with Elder Dave Courchene:](#)





(3:31 minutes)

- Spend as much time as we can on the land
- Out of the land we get everything we need to live and to survive
- How can we incorporate more mother earth into our lives?
- Mother Earth is the real teacher to understand life and through nature (wind, birds, animals, trees) we hear the voice of that spirit
- Make the effort to be with the land
- Hug a tree, feel the life within that tree, begin to feel the life of all creation
- Talk to the trees, talk to the water, talk to creation
- What does creation say back? A voice of how much love Mother Earth wants to share with us
- Key message of mother earth is "I bring you love"
- Our duty and responsibility are to reciprocate that love and give it back to Mother Earth by taking care of her, looking after her, respecting her
- The voice is not heard in your head but heard from the heart itself
- How do we offer love back to Mother Earth? To express love back to Mother Earth, never take more from the land than what you need in order to live
- Offer words of gratitude to Mother Earth giving her thanks for all that she gives us in order to live and survive
- It's all about values and teachings that returns that expression of love that comes from the earth itself
- We all need to learn this simple truth—THE EARTH IS A LIVING ENTITY
- Mother Earth is alive just like any other creation we see in the world

Natural World around Me Sight Words

nature	help	live
natural	constructed	sort
same	different	play
weave	physical	work
clothing	food	shelter
beauty	beautiful	important
action	Earth	environment

Kindergarten Integrated Subjects Rubric for “How does the natural world around me help me live?” Project

	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Extending Blooming </div> <div style="text-align: center;">  Expanding Budding </div> <div style="text-align: center;">  Emerging Sprouting </div> <div style="text-align: center;">  </div> </div>			
Report Card Subject Category and Student Learning Targets	Very good to Excellent (4) Student almost always ...	Good (3) Student usually ...	Basic (2) Student requires occasional teacher, caregiver, or peer support to ...	Limited (1) Student requires considerable, ongoing teacher/caregiver support to ...
Social Emotional Development/Learning Behaviours <ul style="list-style-type: none"> • I can follow directions. • I can be kind and respectful with others while learning about the natural world around me. • I can share my ideas and opinions. • I can positively contribute to discussions and activities about the natural world around me. 				
Awareness of Self and the Environment/Integrated Subjects or Studies/Cultural Development <ul style="list-style-type: none"> • I can ask questions about the world around me. • I can describe the natural world around me. • I can create drawings and art about the natural world around me. • I can show interest, care, and concern for the natural world around me. • I can talk about how the natural world around me helps me. • I can describe characteristics of my local physical environment. • I can sort and compare. • I can share my ideas and opinions. 				

Literacy Development/Beginning Literacy <ul style="list-style-type: none"> • I can retell the _____ story in order. • I can talk about what I am learning about the natural world around me. • I can draw and write about what I am learning about the natural world around me using some letter sounds and some sight words. • I can find things in the world around me that start with the letter _____. 				
Numeracy Development/Beginning Numeracy <ul style="list-style-type: none"> • I can name familiar arrangements of 1-6 pictures of natural objects (subitize). • I can sort 3-D objects using a single attribute (natural/constructed) 				
Creative Expression and Artistic Development <ul style="list-style-type: none"> • I can create drawings and art about the natural world around me. 				
Physical Development/Gross and/or Fine Motor Development <ul style="list-style-type: none"> • I can use efficient grip with writing and drawing tools. • I can draw features accurately. • I can be physically active outdoors. 				