

Kindergarten Major Theme of Resource: Since Time Immemorial			
Relationships: The Diversity of First Nations Peoples	Traditional Teachings: The Circle of Life and the Sacred Number 4	History: The First Nations Lived Here First: Pre-Contact Lifestyles	Treaties: A Treaty is More Than a Promise

Kindergarten Arts Education (2006)			
<u>Arts Education Objectives</u> <ul style="list-style-type: none"> • respond to stimuli such as stories, poems, music, or objects as starting points for own dance explorations (Connection to page 18 of Treaty resource: after learning that each First Nations has its own creation story about how the world was made, groups of students explore creation stories through dance) • view dances of Saskatchewan and other Canadian dance artists, including First Nations and Métis dance artists • learn dances of various styles and cultural groups • willingly work with others in dramatic fashion • listen to the music of Saskatchewan and Canadian musicians and composers, including First Nations and Métis artists • view the work of Saskatchewan and Canadian artists, including First Nations and Métis artists • view the work of artists from various cultural groups 		<u>Arts Education Objectives</u> <ul style="list-style-type: none"> • respond to stimuli such as stories, poems, music, or objects as starting points for own dance explorations • view dances of Saskatchewan and other Canadian dance artists, including First Nations and Métis dance artists • learn dances of various styles and cultural groups • willingly work with others in dramatic fashion • listen to the music of Saskatchewan and Canadian musicians and composers, including First Nations and Métis artists • view the work of Saskatchewan and Canadian artists, including First Nations and Métis artists (Connection to page 27 of Treaty resource: become aware that all First Nations cultures had their own languages, beliefs, values, traditions, and histories) • view the work of artists from various cultural groups 	
Kindergarten English Language Arts (2002)			
<u>Reading Objectives</u> <ul style="list-style-type: none"> • participate in shared reading of big books, charts, and co-operative class stories • connect own experiences with print and pictures • anticipate that stories and informational texts will have meaning 	<u>Reading Objectives</u> <ul style="list-style-type: none"> • participate in shared reading of big books, charts, and co-operative class stories • connect own experiences with print and pictures • anticipate that stories and informational texts will have meaning 	<u>Reading Objectives</u> <ul style="list-style-type: none"> • participate in shared reading of big books, charts, and co-operative class stories • connect own experiences with print and pictures • anticipate that stories and informational texts will have meaning 	<u>Reading Objectives</u> <ul style="list-style-type: none"> • participate in shared reading of big books, charts, and co-operative class stories (Connection to page 31 of Treaty resource: gain an understanding about the sacredness of the treaties from a First Nations perspective) • connect own experiences with print and pictures

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<ul style="list-style-type: none"> • begin to predict what text is about during shared reading • use growing awareness of text cues such as sense of story, sentence pattern, and familiar words to construct meaning • recognize that print and pictures are related • begin to track print with finger and eyes • demonstrate an awareness that various cultures, lifestyles, and experiences are portrayed in literature <p><u>Speaking Objectives</u></p> <ul style="list-style-type: none"> • talk about ideas, experiences, and preferences related to texts and familiar topics • share ideas and experiences in large and small groups • recognize that speakers have a purpose for speaking • make comments, ask and answer questions related to topics under discussion, and ask questions to gather information from others • reflect upon own speaking skills and strategies <p><u>Listening Objectives</u></p> <ul style="list-style-type: none"> • make connections between oral language and personal experiences • listen attentively to others • listen to a variety of stories, nursery rhymes, poetry, and informational texts for enjoyment and information (Connection to page 18 of Treaty resource: listen to some First Nations 	<ul style="list-style-type: none"> • begin to predict what text is about during shared reading • use growing awareness of text cues such as sense of story, sentence pattern, and familiar words to construct meaning • recognize that print and pictures are related • begin to track print with finger and eyes • demonstrate an awareness that various cultures, lifestyles, and experiences are portrayed in literature (Connection to page 22 of Treaty resource: become aware of the First Nations belief that children are gifts from the Creator) <p><u>Speaking Objectives</u></p> <ul style="list-style-type: none"> • talk about ideas, experiences, and preferences related to texts and familiar topics • share ideas and experiences in large and small groups • recognize that speakers have a purpose for speaking • make comments, ask and answer questions related to topics under discussion, and ask questions to gather information from others • reflect upon own speaking skills and strategies <p><u>Listening Objectives</u></p> <ul style="list-style-type: none"> • make connections between oral language and personal experiences • listen attentively to others 	<ul style="list-style-type: none"> • begin to predict what text is about during shared reading • use growing awareness of text cues such as sense of story, sentence pattern, and familiar words to construct meaning • recognize that print and pictures are related • begin to track print with finger and eyes • demonstrate an awareness that various cultures, lifestyles, and experiences are portrayed in literature <p><u>Speaking Objectives</u></p> <ul style="list-style-type: none"> • talk about ideas, experiences, and preferences related to texts and familiar topics (Connection to page 27 of Treaty resource: recognize that a diversity of First Nations lived in what is now known as Saskatchewan for thousands of years before the arrival of the newcomers) • share ideas and experiences in large and small groups • recognize that speakers have a purpose for speaking • make comments, ask and answer questions related to topics under discussion, and ask questions to gather information from others • reflect upon own speaking skills and strategies <p><u>Listening Objectives</u></p> <ul style="list-style-type: none"> • make connections between oral language and personal experiences 	<ul style="list-style-type: none"> • anticipate that stories and informational texts will have meaning • begin to predict what text is about during shared reading • use growing awareness of text cues such as sense of story, sentence pattern, and familiar words to construct meaning • recognize that print and pictures are related • begin to track print with finger and eyes • demonstrate an awareness that various cultures, lifestyles, and experiences are portrayed in literature (Connection to page 31 of Treaty resource: students listen to the story <i>A Promise is a Promise</i> by Robert Munsch and Robert Kusugak and discuss the concept of “making a promise”) <p><u>Speaking Objectives</u></p> <ul style="list-style-type: none"> • talk about ideas, experiences, and preferences related to texts and familiar topics (Connection to page 31 of Treaty resource: gain an understanding of what a treaty is by exploring the concept of a promise) • share ideas and experiences in large and small groups • recognize that speakers have a purpose for speaking • make comments, ask and answer questions related to topics under discussion, and ask questions to gather information from others • reflect upon own speaking skills and strategies

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<p>creation stories about how “Turtle Island” came to be)</p> <ul style="list-style-type: none"> • make connections between story events and own experiences • demonstrate increased awareness of rhymes and various forms of alliteration when listening to stories, poems, and songs • follow simple directions • use the language cueing systems (including the phonemic) in oral text to construct meaning by: <ul style="list-style-type: none"> ○ identifying separate words ○ recognizing and generating rhyming words ○ recognizing word families (e.g., cat to fat) ○ identifying sounds in words <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • contribute ideas for experience chart stories, class books, captions, and titles • contribute to collaboratively written communication such as messages, letters, and notes • share drawing and own or scribed writing with others by explaining message and meaning • begin to develop an understanding of written language conventions including to: <ul style="list-style-type: none"> ○ develop a sense of sentence ○ demonstrate curiosity about visual features of letters and familiar words ○ use some sound-letter correspondence in writing 	<ul style="list-style-type: none"> • listen to a variety of stories, nursery rhymes, poetry, and informational texts for enjoyment and information • make connections between story events and own experiences • demonstrate increased awareness of rhymes and various forms of alliteration when listening to stories, poems, and songs • follow simple directions • use the language cueing systems (including the phonemic) in oral text to construct meaning by: <ul style="list-style-type: none"> ○ identifying separate words ○ recognizing and generating rhyming words ○ recognizing word families (e.g., cat to fat) ○ identifying sounds in words <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • contribute ideas for experience chart stories, class books, captions, and titles • contribute to collaboratively written communication such as messages, letters, and notes • share drawing and own or scribed writing with others by explaining message and meaning • begin to develop an understanding of written language conventions including to: <ul style="list-style-type: none"> ○ develop a sense of sentence ○ demonstrate curiosity about visual features of letters and familiar words 	<ul style="list-style-type: none"> • listen attentively to others • listen to a variety of stories, nursery rhymes, poetry, and informational texts for enjoyment and information (Connection to page 27 of Treaty resource: become aware that First Nations peoples living on the plains depended on the buffalo for their survival) • make connections between story events and own experiences • demonstrate increased awareness of rhymes and various forms of alliteration when listening to stories, poems, and songs • follow simple directions • use the language cueing systems (including the phonemic) in oral text to construct meaning by: <ul style="list-style-type: none"> ○ identifying separate words ○ recognizing and generating rhyming words ○ recognizing word families (e.g., cat to fat) ○ identifying sounds in words <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • contribute ideas for experience chart stories, class books, captions, and titles • contribute to collaboratively written communication such as messages, letters, and notes • share drawing and own or scribed writing with others by explaining message and meaning • begin to develop an understanding of written 	<p><u>Listening Objectives</u></p> <ul style="list-style-type: none"> • make connections between oral language and personal experiences • listen attentively to others • listen to a variety of stories, nursery rhymes, poetry, and informational texts for enjoyment and information • make connections between story events and own experiences • demonstrate increased awareness of rhymes and various forms of alliteration when listening to stories, poems, and songs • follow simple directions • use the language cueing systems (including the phonemic) in oral text to construct meaning by: <ul style="list-style-type: none"> ○ identifying separate words ○ recognizing and generating rhyming words ○ recognizing word families (e.g., cat to fat) ○ identifying sounds in words <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • contribute ideas for experience chart stories, class books, captions, and titles • contribute to collaboratively written communication such as messages, letters, and notes • share drawing and own or scribed writing with others by explaining message and meaning • begin to develop an understanding of written language conventions including to:

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<ul style="list-style-type: none"> ○ print own name and copy environmental print and familiar words ○ recognize capital letters and periods in print texts <p><u>Viewing Objectives</u></p> <ul style="list-style-type: none"> ● participate in shared viewing experiences ● discuss pictures/illustrations ● become aware that pictures, photographs, graphics, and illustrations convey meaning ● distinguish print from illustrations ● recognize shapes in the environment and in printed materials ● share personal experiences and feelings prompted by various visuals ● talk about visuals they like 	<ul style="list-style-type: none"> ○ use some sound-letter correspondence in writing ○ print own name and copy environmental print and familiar words ○ recognize capital letters and periods in print texts <p><u>Viewing Objectives</u></p> <ul style="list-style-type: none"> ● participate in shared viewing experiences ● discuss pictures/illustrations ● become aware that pictures, photographs, graphics, and illustrations convey meaning ● distinguish print from illustrations ● recognize shapes in the environment and in printed materials ● share personal experiences and feelings prompted by various visuals ● talk about visuals they like 	<p>language conventions including to:</p> <ul style="list-style-type: none"> ○ develop a sense of sentence ○ demonstrate curiosity about visual features of letters and familiar words ○ use some sound-letter correspondence in writing ○ print own name and copy environmental print and familiar words ○ recognize capital letters and periods in print texts <p><u>Viewing Objectives</u></p> <ul style="list-style-type: none"> ● participate in shared viewing experiences ● discuss pictures/illustrations ● become aware that pictures, photographs, graphics, and illustrations convey meaning (Connection to page 27 of Treaty resource: learn how First Nations peoples helped the newcomers to survive on the plains) ● distinguish print from illustrations ● recognize shapes in the environment and in printed materials ● share personal experiences and feelings prompted by various visuals ● talk about visuals they like 	<ul style="list-style-type: none"> ○ develop a sense of sentence ○ demonstrate curiosity about visual features of letters and familiar words ○ use some sound-letter correspondence in writing ○ print own name and copy environmental print and familiar words ○ recognize capital letters and periods in print texts <p><u>Viewing Objectives</u></p> <ul style="list-style-type: none"> ● participate in shared viewing experiences ● discuss pictures/illustrations ● become aware that pictures, photographs, graphics, and illustrations convey meaning (Connection to page 31 of Treaty resource: learn that First Nations peoples believe that treaties are more than promises because they were sealed by sacred pipe ceremonies where the Creator was witness to the treaties made between the British Crown and the First Nations in Saskatchewan) ● distinguish print from illustrations ● recognize shapes in the environment and in printed materials ● share personal experiences and feelings prompted by various visuals ● talk about visuals they like

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Kindergarten Mathematics (2007)			
	<u>Numbers and Operations Outcomes</u> <ul style="list-style-type: none"> • recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures (Connection to page 27 of Treaty resource: as the students create a “Circle Book”, they practise visually recognizing groups of four and learn about the sacred number four as they discover the four directions and the four seasons and how these elements occur in circular patterns as taught in the First Nations’ traditional teachings in the “Circle of Life”) • relate a numeral, 0 to 10, to its respective quantity 		
Kindergarten Social Studies (1995)			
	<u>Kindergarten Social Studies Foci and Goals</u> <ul style="list-style-type: none"> • students will gain a better understanding of themselves, as well as a view of the world within and beyond the walls of the classroom (Connection to page 22 of Treaty resource: gain knowledge of some of the First Nations’ traditional teachings about life and nature in “The Circle of Life” or “The Medicine Wheel”) • development will be based upon recognizing and appreciating the value of each child and each child’s family and culture • learning about others and how to appreciate the similarities and differences among 		

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	people will encourage the process of positive self-concept attainment		