

Ontario Kindergarten Learning Expectations Alignment with HighReach Learning, Inc., Curriculum for Ages 3–5

The following table aligns the Ontario Kindergarten Learning Expectations with the HighReach Learning curriculum for ages 3–5.

All HighReach Learning curriculum programs are integrated and feature powerful topics. Within each topic are four subtopics comprised of over 120 center-based activities and events, which can be selected by the teacher based on children’s needs, development levels, and interests. The curriculum is standards based, and all activities link to objectives, promoting school readiness.

HighReach Learning Curriculum for Ages 3–5 Alignment with Ontario Kindergarten Learning Expectations	
PERSONAL AND SOCIAL DEVELOPMENT	
Ontario Kindergarten Learning Expectations	HighReach Learning Alignment with Standards
SELF-AWARENESS AND SELF-RELIANCE	
1. Recognize personal interests, strengths, and accomplishments	<ul style="list-style-type: none"> • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. • SE2 Develops growing capacity for independence in a range of activities, routines, and tasks. • SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
2. Identify and talk about their own interests and preferences	<ul style="list-style-type: none"> • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
3. Express their thoughts (<i>e.g., on a science discovery, on something they have made</i>) and share experiences (<i>e.g., experiences at home, cultural experiences</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
4. Develop empathy for others, and acknowledge and respond to each other’s feelings (<i>e.g., tell an adult when another child is hurt/sick/upset, role-play emotions with dolls and puppets</i>)	<ul style="list-style-type: none"> • SE5 Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. • SE16 Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
5. Demonstrate respect and consideration for individual differences and alternative points of view (<i>e.g., help a friend who speaks another language, adapt behaviour to accommodate a classmate’s ideas</i>)	<ul style="list-style-type: none"> • SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
6. Talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others (<i>e.g., traditions, birthdays, cultural events, myths, Canadian symbols, holidays</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.

	<ul style="list-style-type: none"> • SE17 Develops ability to identify personal characteristics, including gender, and family composition. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
7. Demonstrate self-reliance and a sense of responsibility (<i>e.g., separate willingly from parents when they arrive at school, dress themselves at school, make choices and decisions on their own, take care of personal belongings, know when to seek assistance, know how to get materials they need</i>)	<ul style="list-style-type: none"> • SE2 Develops growing capacity for independence in a range of activities, routines, and tasks. • SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. • SE7 Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous. • SE9 Demonstrates increased ability to self-regulate behavior during transition times.
8. Demonstrate a willingness to try new activities (<i>e.g., experiment with new materials/tools, try out activities in a different learning centre, join in the singing of a song, select and persist with challenging experiment with writing</i>)	<ul style="list-style-type: none"> • ATL1 Chooses to participate in an increasing variety of tasks and activities. • ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.
9. Begin to demonstrate self-control (<i>e.g., be aware of and label their own emotions, accept help to calm down, calm themselves down after being upset</i>) and adapt behaviour to different contexts within the school environment (<i>e.g., follow routines and rules in the classroom, gym, library, playground</i>)	<ul style="list-style-type: none"> • SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. • SE5 Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. • SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. • SE9 Demonstrates increased ability to self-regulate behavior during transition times.
10. Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks (<i>e.g., choose learning centres independently, try something new, persevere with tasks</i>)	<ul style="list-style-type: none"> • SE2 Develops growing capacity for independence in a range of activities, routines, and tasks. • SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. • ATL2 Develops increased ability to make independent choices. • ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences. • ATL6 Demonstrates increasing ability to set goals and develop and follow through on plans. • ATL7 Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.
11. Interact cooperatively with others in classroom events and activities (<i>e.g., offer and accept help in group situations, join in small- and large-group games and activities, join in democratic decision making</i>)	<ul style="list-style-type: none"> • SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion. • SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers. • SE12 Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.
12. Adapt to new situations (<i>e.g., having visitors in the classroom, having a different teacher occasionally, going on a field trip, riding the school bus; initially: adapt with a great deal of support from the teacher; eventually: adapt with less assistance</i>)	<ul style="list-style-type: none"> • SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. • SE9 Demonstrates increased ability to self-regulate behavior during transition times

SOCIAL RELATIONSHIPS	
13. Use a variety of simple strategies to solve social problems (<i>e.g., seek assistance from the teacher when needed, use pictures and/or words to express their feelings, develop an awareness of honesty, talk to peers about possible solutions</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. • SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers. • SE14 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
14. Act and talk with peers and adults by expressing and accepting positive messages (<i>e.g., use an appropriate tone of voice and gestures, give compliments, give and accept constructive criticism, use "I" messages</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. • SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion. • SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers. • SE14 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
15. Demonstrate the ability to take turns in activities and discussions (<i>e.g., engage in play activities with others, listen to peers and adults</i>)	<ul style="list-style-type: none"> • SE12 Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.
16. Demonstrate an awareness of ways of making and keeping friends (<i>e.g., sharing, listening, talking, helping; entering into play or joining a group with guidance from the teacher</i>)	<ul style="list-style-type: none"> • SE15 Shows progress in developing friendships with peers.
AWARENESS OF SURROUNDINGS	
17. Identify people who work in the community, and talk about what they do (<i>e.g., farmer, park ranger, police officer, nurse, Aboriginal healer, store clerk, engineer, baker</i>)	<ul style="list-style-type: none"> • SE19 Develops growing awareness of jobs and what is required to perform them • SE22 Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.
18. Recognize special places and buildings within their community, both natural and human-made, and talk about their functions (<i>e.g., farm, church, hospital, mosque, sweat lodge, arena, mine, cave</i>)	<ul style="list-style-type: none"> • SE20 Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.
19. Develop an awareness of ways in which people adapt to the places in which they live (<i>e.g., children in cities may live in high-rise buildings and use sidewalks and the subway; children in the country may take the bus to school</i>)	<ul style="list-style-type: none"> • SE20 Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community. • SE22 Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.
20. Demonstrate an awareness of the different kinds of weather and ways in which people adapt to the	<ul style="list-style-type: none"> • S8 Develops growing awareness of ideas and language related to attributes of time and temperature.

weather (e.g., wearing sunscreen, wearing hats and boots, using an umbrella, flying kits, taking part in winter and summer sports)	<ul style="list-style-type: none"> • S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships. • S10 Builds increasing knowledge of the environment and environmental changes through play.
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LANGUAGE

Ontario Kindergarten Learning Expectations	HighReach Learning Alignment with Standards
ORAL COMMUNICATION	
1. Explore sounds, rhythms, and language structures with guidance and on their own (e.g., generate rhymes, including nonsense words; identify syllables through actions such as clapping; manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays)	<ul style="list-style-type: none"> • LT1 Shows increasing ability to discriminate and identify sounds in spoken language. • LT2 Shows growing awareness of beginning and ending sounds of words. • LT3 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. • LT4 Shows growing ability to hear and discriminate separate syllables in words.
2. Listen and respond to others for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; at the learning centres; while engaged in games and outdoor play; while making scientific observations of creatures outdoors)	<ul style="list-style-type: none"> • L1 Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. • L2 Shows progress in understanding and following simple and multiple-step directions. • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. • SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion.
3. Follow one- and two-step directions in different contexts (e.g., in classroom routines; music, drama, and dance activities; outdoor play; learning centres; large-group activities)	<ul style="list-style-type: none"> • L2 Shows progress in understanding and following simple and multiple-step directions
4. Use language in various contexts to connect new experiences with what they already know (e.g., contribute ideas orally during shared or interactive writing; contribute to conversations at learning centres; respond to teacher prompts)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. • LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.
5. Use language to talk about their thinking, to reflect, and to solve problems	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
6. Use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or	<ul style="list-style-type: none"> • L7 Uses an increasingly complex and varied spoken vocabulary.

<i>equipment they are using)</i>	
7. Ask questions for a variety of purposes (<i>e.g., for direction, for assistance, for obtaining information, for clarification, for help in understanding something</i>) and in different contexts (<i>e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud activities and shared reading; while making observations on a class walk; in small groups at learning centres</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
8. Begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (<i>e.g., respond to non-verbal directions from the teacher; vary tone of voice when dramatizing; name feelings that are expressed in facial expressions in photos or illustrations; recognize when someone is upset</i>)	<ul style="list-style-type: none"> • L10 Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices. • L11 Begins to adjust volume, tone, expression, and inflection as situationally appropriate. • SE16 Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
9. Describe personal experiences, using vocabulary and details appropriate to the situation	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • LT17 Begins to represent stories and experiences through pictures, dictation, and in play.
10. Orally retell simple events and simple familiar stories in proper sentence	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • L8 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. • LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.
11. Demonstrate awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words (<i>e.g., identify or predict rhyming words; clap syllables in words; replace or delete the initial sounds in a word in songs, poems, changes, name games</i>)	<ul style="list-style-type: none"> • LT1 Shows increasing ability to discriminate and identify sounds in spoken language. • LT2 Shows growing awareness of beginning and ending sounds of words. • LT3 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. • LT4 Shows growing ability to hear and discriminate separate syllables in words.
READING	
12. Demonstrate an interest in reading (<i>e.g., expect to find meaning in pictures and text, choose to look at reading materials, respond to texts read by the teacher, reread familiar text, confidently make attempts at reading</i>)	<ul style="list-style-type: none"> • LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry. • LT7 Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children. • LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.
13. Identify personal preferences in reading materials	<ul style="list-style-type: none"> • LT6 Shows growing interest and involvement in listening to and

<p>(e.g., choose fiction and non-fiction books, magazines, posters, computerized interactive texts that they enjoy) in different contexts (e.g., teacher read-alouds, shared experiences in reading books, independent reading time)</p>	<p>discussing a variety of fiction and nonfiction books and poetry.</p> <ul style="list-style-type: none"> • LT7 Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children. • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
<p>14. Respond to a variety of materials read aloud to them (e.g., participate in oral discussions after reading; ask questions to clarify understanding; dramatize familiar stories at the retelling or drama centre; paint, draw, or construct models of characters or settings)</p>	<ul style="list-style-type: none"> • L1 Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.
<p>15. Use illustrations to support comprehension of texts that are read by and with the teacher (e.g., initially: use the information in the pictures in a storybook as they tell the story; eventually: use pictures to support predictions and to confirm the meaning of a word)</p>	<ul style="list-style-type: none"> • LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry. • LT7 Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.
<p>16. Use prior knowledge to make connections (e.g., to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the teacher</p>	<ul style="list-style-type: none"> • LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story. • LT10 Begins to connect own life with related events in books. • S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
<p>17. Make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the words around them (e.g., use the cover pictures and/or title to determine the topic and/or text form)</p>	<ul style="list-style-type: none"> • LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story. • LT10 Begins to connect own life with related events in books. • S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
<p>18. Retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props (e.g., use props such as finger puppets or flannel-board characters; use plastic models at the sand table to tell the story of the Gingerbread Man)</p>	<ul style="list-style-type: none"> • LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.
<p>19. Retell information from non-fiction materials that have been read by and with the teacher in a variety of contexts (e.g., read-alouds, shared reading experiences), using pictures and/or props</p>	<ul style="list-style-type: none"> • LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry. • LT7 Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children. • LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.
<p>20. Demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g.,</p>	<ul style="list-style-type: none"> • LT9 Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and

<p><i>hold the book the right way up; start at the beginning of the book; turn the pages in the correct order; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages; follow the print with a pointer for the class as a story is read aloud during shared reading)</i></p>	<p>illustrator.</p> <ul style="list-style-type: none"> • LT13 Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. • LT14 Shows progress in recognizing the association between spoken and written words by following print as it is read aloud. • LT15 Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.
<p>21. Demonstrate knowledge of most letters of the alphabet in different contexts (<i>e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels at learning centres, in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter</i>)</p>	<ul style="list-style-type: none"> • LT20 Shows progress in associating the names of letters with their shapes and sounds. • LT21 Increases in ability to notice the beginning letters in familiar words. • LT22 Identifies at least 10 letters of the alphabet, especially those in their own name. • LT23 Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
<p>22. Begin to use reading strategies to make sense of unfamiliar texts in print (<i>e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships; initially: tell a story using the pictures, recognize some familiar names or words; eventually: read patterned and simple texts</i>)</p>	<ul style="list-style-type: none"> • LT7 Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.
<p>WRITING</p>	
<p>23. Demonstrates interest in writing (<i>e.g., choose a variety of writing materials such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils</i>) and choose to write in a variety of contexts (<i>e.g., draw or record ideas at learning centres</i>)</p>	<ul style="list-style-type: none"> • LT16 Develops understanding that writing is a way of communicating for a variety of purposes. • LT18 Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. • LT19 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
<p>24. Demonstrate an awareness that writing can convey ideas or messages (<i>e.g., contribute ideas to modeled, shared, or interactive writing experiences; ask the teacher to write out new words for them; ask questions about the meaning of something in print</i>)</p>	<ul style="list-style-type: none"> • LT16 Develops understanding that writing is a way of communicating for a variety of purposes.
<p>25. Write simple messages (<i>e.g., a grocery list on unlined paper; a greeting card made on a computer; labels for a block or sand construction</i>), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words (<i>e.g., initially: use pictures and strings of random letters; eventually: use such familiar words as I, to, and my, and such spelling approximations as “I lv u mum” or “dnt tuch”</i>)</p>	<ul style="list-style-type: none"> • LT17 Begins to represent stories and experiences through pictures, dictation, and in play. • LT19 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
<p>26. Begin to use classroom resources to support their writing (<i>e.g., a classroom word wall that is made up of children’s names, words from simple patterned texts, and words used repeatedly in shared or</i></p>	<ul style="list-style-type: none"> • LT11 Shows increasing awareness of print in classroom, home, and community settings. • LT18 Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

<i>interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books)</i>	<ul style="list-style-type: none"> • LT19 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
27. Experiment with a variety of simple writing forms for different purposes and in a variety of contexts (<i>e.g., write letters at the post office centre; make signs at the block centre; record their findings at the water centre or dramatic play centre; make a list of classmates' names; make greeting cards at the visual arts centre; tell stories at the writing centre or painting centre</i>)	<ul style="list-style-type: none"> • LT16 Develops understanding that writing is a way of communicating for a variety of purposes. • LT17 Begins to represent stories and experiences through pictures, dictation, and in play. • LT18 Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. • LT19 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
28. Communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (<i>e.g., make a drawing of a day at the park and retell their experiences orally to their classmates; make a story map of "The Three Little Pigs" and retell the story individually to the teacher during a writing conference</i>)	<ul style="list-style-type: none"> • LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story. • LT17 Begins to represent stories and experiences through pictures, dictation, and in play.
UNDERSTANDING OF MEDIA MATERIALS	
29. Begin to respond critically to animated words (<i>e.g., cartoons in which animals talk, movies in which animals go to school</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • L7 Uses an increasingly complex and varied spoken vocabulary. • CA6 Begins to understand and share opinions about artistic products and experiences.
30. Communicate their ideas verbally and non-verbally about a variety of media materials (<i>e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • CA6 Begins to understand and share opinions about artistic products and experiences. • CA11 Participates in a variety of dramatic play activities that become more extended and complex.
31. View and listen to a variety of media materials (<i>e.g., videos, photographs, posters, menus, advertisements</i>), and respond critically to them	<ul style="list-style-type: none"> • L1 Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • LT11 Shows increasing awareness of print in classroom, home, and community settings. • CA6 Begins to understand and share opinions about artistic products and experiences.

MATHEMATICS

Ontario Kindergarten Learning Expectations

HighReach Learning Alignment with Standards

NUMBER SENSE AND NUMERATION (QUANTITY RELATIONSHIPS; COUNTING; OPERATIONAL SENSE)

<p>1. Investigate the idea that quantity is greater when counting forwards and less when counting backwards (e.g., use manipulatives to create a quantity number line; move along a number line; move around on a hundreds carpet; play simple games on number-line game boards; build a structure using blocks, and describe what happens as blocks are added or removed)</p>	<ul style="list-style-type: none"> • M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. • M3 Develops increasing ability to count in sequence to 10 and beyond. • M5 Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects.
<p>2. Investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects (e.g., find out which of two cups contains more or fewer beans, using counters; investigate the ideas of more, less, and the same, using five and ten frames; compare two sets of objects that have the same number of items, one set having the items spread out, and recognize that both sets have the same quantity [concept of conservation]; recognize that the last count represents the actual number of objects in a set [concept of cardinality]; compare five beans with five blocks, and recognize that the number 5 represents the same quantity regardless of the different materials [concept of abstraction])</p>	<ul style="list-style-type: none"> • M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. • M5 Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
<p>3. Recognize some quantities without having to count, using a variety of tools (e.g., dominoes, dot plates, dice, number of fingers) or strategies (e.g., composing and decomposing numbers, subitizing)</p>	<ul style="list-style-type: none"> • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects.
<p>4. Begin to use information to estimate the number in a small set (e.g., apply knowledge of quantity, use a common referent such as a five frame)</p>	<ul style="list-style-type: none"> • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects. • M15 Shows progress in using standard and nonstandard measures.
<p>5. Use, read, and represent whole numbers to 10 in a variety of meaningful contexts (e.g., use a hundreds chart; use magnetic and sandpaper numerals; put the house number on a house built at the block centre; find and recognize numbers in the environment; use magnetic numerals to represent the number of objects in a set; write numerals on imaginary bills at the restaurant at the dramatic play centre)</p>	<ul style="list-style-type: none"> • M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. • M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. • M3 Develops increasing ability to count in sequence to 10 and beyond.
<p>6. Use ordinal numbers in a variety of everyday contexts (e.g., line up toys and manipulatives, and identify the first, second, and so on; after reading a book, respond to the teacher’s questions about who was the first or third person to come in the door; identify the first, seventh, or tenth person to arrive at school or in the group)</p>	<ul style="list-style-type: none"> • M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
<p>7. Demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation (e.g., initially: show smaller quantities using anchors of five and ten, such as their fingers or manipulatives; eventually: show quantities to 10, using such tools as five and ten frames and</p>	<ul style="list-style-type: none"> • M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. • M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. • M3 Develops increasing ability to count in sequence to 10 and

<p><i>manipulatives)</i></p>	<p>beyond.</p> <ul style="list-style-type: none"> • M4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects.
<p>8. Investigate and develop strategies for composing and decomposing quantities to 10 (<i>e.g., use manipulatives or “shake and spill” activities; initially: to represent the quantity of 8, the child may first count from 1 through to 8 using his or her fingers; later, the child may put up one hand, count from 1 to 5 using each finger, pause, and then continue to count to 8 using three more fingers; eventually: the child may put up all five fingers of one hand at one and simply say “Five”, and then count on, using three more finger and saying “Six, seven, eight. There are eight.”</i>)</p>	<ul style="list-style-type: none"> • M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. • M4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects.
<p>9. Explore different Canadian coins, using coin manipulatives (<i>e.g., role-play the purchasing of items at the store at the dramatic play centre; determine which coin will purchase more – a loonie or a quarter</i>)</p>	<ul style="list-style-type: none"> • M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. • M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects. • M9 Begins to be able to determine whether or not two shapes are the same size and shape. • M10 Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.
<p>10. Demonstrate understanding of the counting concepts of stable order (that is, the concept that the counting sequence is always the same – 1 is always followed by 2, 2 by 3, and so on) and of order irrelevance (that is, the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting)</p>	<ul style="list-style-type: none"> • M4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects.
<p>11. Begin to make use of one-to-one correspondence in counting objects and matching groups of objects (<i>e.g., one napkin for each of the people at the table</i>)</p>	<ul style="list-style-type: none"> • M4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
<p>12. Investigate addition and subtraction in everyday activities through the use of manipulatives (<i>e.g., interlocking cubes</i>), visual models (<i>e.g., a number line, tally marks, a hundreds carpet</i>), or oral exploration (<i>e.g., dramatizing of songs</i>)</p>	<ul style="list-style-type: none"> • M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. • M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects.
<p>MEASUREMENT (ATTRIBUTES, UNITS, AND MEASUREMENT SENSE; MEASUREMENT RELATIONSHIPS)</p>	
<p>13. Compare and order two or more objects according to an appropriate measure (<i>e.g., length, mass, area, temperature, capacity</i>), and use measurement terms (<i>e.g., hot/cold for temperature, small/medium/large</i>)</p>	<ul style="list-style-type: none"> • M10 Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size. • M13 Shows increasing abilities to match, sort, put in a series, and

<i>for capacity, longer/shorter or thicker/thinner for length)</i>	<p>regroup objects according to one or two attributes such as shape or size.</p> <ul style="list-style-type: none"> • M14 Begins to make comparisons between several objects based on a single attribute. • M15 Shows progress in using standard and nonstandard measures.
14. Demonstrate, through investigation, an awareness of the use of different measurement tools for measuring different things (<i>e.g., a balance is used for measuring mass, a tape measure for measuring length, a sandglass for measuring time</i>)	<ul style="list-style-type: none"> • M15 Shows progress in using standard and nonstandard measures. • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.
15. Demonstrate awareness of non-standard measuring devices (<i>e.g., feet, hand spans, string, or cubes to measure length; hand claps to measure time; scoops of water or sand to measure capacity</i>) and strategies for using them (<i>e.g., place common objects end to end; use cubes to plan the length of a road at the sand table or the block centre; measure the distance between the classroom and the water fountain in number of footsteps</i>)	<ul style="list-style-type: none"> • M15 Shows progress in using standard and nonstandard measures.
16. Demonstrate, through investigation, a beginning understanding of the use of non-standard units of the same size (<i>e.g., straws, paper clips</i>)	<ul style="list-style-type: none"> • M15 Shows progress in using standard and nonstandard measures.
GEOMETRY AND SPATIAL SENSE (GEOMETRIC PROPERTIES; GEOMETRIC RELATIONSHIPS; LOCATION AND MOVEMENT)	
17. Explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures (<i>e.g., compare equilateral triangles with triangles that are not equilateral; sort different sizes of boxes, attribute blocks, pattern blocks, a variety of triangles, shapes with three curved sides, objects that create an open shape with three lines</i>)	<ul style="list-style-type: none"> • M7 Begins to recognize, describe, compare, and name common shapes, their parts, and attributes. • M9 Begins to be able to determine whether or not two shapes are the same size and shape. • M10 Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.
18. Identify and describe, using common geometric terms, two-dimensional shapes (<i>e.g., triangle</i>) and three-dimensional figures (<i>e.g., cone</i>) through investigations with concrete materials	<ul style="list-style-type: none"> • M7 Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.
19. Compose pictures and build designs, shapes, and patterns in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies (<i>e.g., sand at the sand table, stickers, geoboards, pattern blocks, a computer program</i>)	<ul style="list-style-type: none"> • M7 Begins to recognize, describe, compare, and name common shapes, their parts, and attributes. • M8 Progresses in ability to put together and take apart shapes.
20. Build three-dimensional structures using a variety of materials, and begin to recognize the three-dimensional figures that the structure contains	<ul style="list-style-type: none"> • M7 Begins to recognize, describe, compare, and name common shapes, their parts, and attributes. • M8 Progresses in ability to put together and take apart shapes. • CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.
21. Investigate the relationship between two-dimensional shapes and three-dimensional figures in	<ul style="list-style-type: none"> • M8 Progresses in ability to put together and take apart shapes. • M9 Begins to be able to determine whether or not two shapes are

objects that they have made	<p>the same size and shape.</p> <ul style="list-style-type: none"> • M10 Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.
22. Demonstrate an understanding of basic spatial relationships and movements (<i>e.g., use above/below, near/far, in/out; use these words while retelling a story</i>)	<ul style="list-style-type: none"> • M11 Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.
PATTERNING (PATTERNS AND RELATIONSHIPS)	
23. Identify, extend, reproduce, and create repeating patterns through investigation, using a variety of materials (<i>e.g., attribute materials, pattern blocks, a hundreds chart, toys, bottle tops, buttons, toothpicks</i>) and actions (<i>e.g., physical actions such as clapping, jumping, tapping</i>)	<ul style="list-style-type: none"> • M12 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.
24. Identify and describe informally the repeating nature of patterns in everyday contexts (<i>e.g., patterns in nature, clothing, floor tiles, literature, schedules</i>), using oral expressions (<i>e.g., “goes before”, “goes after”, “morning, noon and night”, “the four seasons”</i>) and gestures (<i>e.g., pointing, nodding</i>)	<ul style="list-style-type: none"> • M12 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.
DATA MANAGEMENT AND PROBABILITY (COLLECTION AND ORGANIZATION OF DATA; DATA RELATIONSHIPS; PROBABILITY)	
25. Sort, classify, and compare objects and describe the attributes used (<i>e.g., initially: sort them into piles or collections on the basis of a common attribute; eventually: state the rule they used to sort, classify, or compare</i>)	<ul style="list-style-type: none"> • M10 Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size. • M13 Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. • M14 Begins to make comparisons between several objects based on a single attribute.
26. Collect objects or data and make representations of their observations, using concrete graphs (<i>e.g., conduct simple surveys and use graphs to represent the data collected from questions posed; use a variety of graphs, such as graphs using people to represent things, bar graphs, pictographs; use tally charts</i>)	<ul style="list-style-type: none"> • S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.
27. Respond to and pose questions about data collection and graphs	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.
28. Use mathematical language in informal discussions to describe probability	<ul style="list-style-type: none"> • M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. • M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.

SCIENCE AND TECHNOLOGY

Ontario Kindergarten Learning Expectations	HighReach Learning Alignment with Standards
EXPLORATION AND EXPERIMENTATION	
1. Describe some natural occurrences, using their own observations and representations (<i>e.g., drawings, writing</i>)	<ul style="list-style-type: none"> • S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials. • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.
2. Sort and classify groups of living and non-living things in their own way (<i>e.g., using sorting tools such as hula hoops, sorting circles, paper plates, T-charts, Venn diagrams</i>)	<ul style="list-style-type: none"> • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • ATL11 Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.
3. Describe and/or represent, using their own observations, patterns and cycles in the natural world (<i>e.g., respond to the teacher's questions; use concrete materials to show the life cycle of a frog</i>)	<ul style="list-style-type: none"> • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S10 Builds increasing knowledge of the environment and environmental changes through play.
4. Pose questions and make predictions and observations before and during investigations (<i>e.g., initially: explore freely; eventually: pose questions and discuss their observations with teacher guidance</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials. • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations. • S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
5. Select and use materials to carry out their own explorations (<i>e.g., initially: select specific materials to build something; eventually: propose changes to the plan when prompted by the teacher</i>), and communicate their intentions	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations. • SE2 Develops growing capacity for independence in a range of activities, routines, and tasks. • ATL2 Develops increased ability to make independent choices.
6. Communicate results and findings from individual and group investigations (<i>e.g., explain and/or show how they made their structure; draw conclusions from an experiment; record ideas using pictures, numbers, labels</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.
7. Investigate, in various ways, how different forces make things move (<i>e.g., observe the effect that wind has on different objects, try out different ways to make</i>	<ul style="list-style-type: none"> • S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

<i>a boat move in water, try to make a waterwheel move with water, explore ways in which different toys move)</i>	
8. Demonstrate an awareness of local natural habitats through exploration and observation (<i>e.g., communicate their findings about how a particular environment is used and what lives there, compare similarities and differences between such environments as the school yard and a park, talk about what would happen if something in the environment changed</i>)	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials. • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S10 Builds increasing knowledge of the environment and environmental changes through play.
9. Participate in environmentally friendly activities in the classroom and the school yard (<i>e.g., put scrap paper in the scrap paper bin, put garbage in the waste receptacle, help maintain trees and plants in the school yard, turn off lights when leaving the classroom</i>)	<ul style="list-style-type: none"> • S7 Expands knowledge of and respect for their body and the environment. • S10 Builds increasing knowledge of the environment and environmental changes through play. • SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
10. Investigate various materials that have different properties (<i>e.g., sand can be wet or dry, wood floats but rocks sink, rubber balls bounce better than plastic balls</i>)	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials. • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations. • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
USE OF TECHNOLOGY	
11. Demonstrate an awareness of the safe use of all materials and tools used in class (<i>e.g., walk when carrying scissors, wear goggles at the technology centre, clean up spilled water with a sponge or mop</i>)	<ul style="list-style-type: none"> • S11 Expands use and knowledge of various technologies. • SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. • SE13 Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment. • PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
12. Experiment with simple machines and common objects (<i>e.g., construct gears using gear kits; use funnels, plastic tubing, or egg beaters to explore how water moves at the water centre; use a balance scale with different objects</i>), and describe their investigations	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations. • S4 Develops growing abilities to collect, describe, and record

	<p>information through a variety of means, including discussion, drawings, maps, and charts.</p> <ul style="list-style-type: none"> • S11 Expands use and knowledge of various technologies.
13. Investigate and use familiar technological items (<i>e.g., different wheeled vehicles, a CD player or computer, a hammer and nails, a calculator, a variety of scoops at the sand table</i>), and describe their use in daily life	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials. • S11 Expands use and knowledge of various technologies.
14. Solve problems while designing and constructing things, using a range of tools, materials, and techniques (<i>e.g., build a house for toy people with found materials; build a tower with boxes of different sizes; design and build a bird feeder using recycled materials</i>)	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials. • ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences. • ATL6 Demonstrates increasing ability to set goals and develop and follow through on plans. • ATL9 Develops increasing ability to find more than one solution to a question, task, or problem. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
15. Investigate and discuss how familiar objects are designed to meet a human need (<i>e.g., buttons for fastening clothes, shoes for walking, bandages for protecting cuts, wheels for moving things</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations. • S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.

HEALTH AND PHYSICAL ACTIVITY

Ontario Kindergarten Learning Expectations	HighReach Learning Alignment with Standards
HEALTH AND WELL-BEING	
1. Begin to demonstrate an understanding of the effects of health, active living (<i>e.g., having daily exercise, adequate sleep, proper hydration</i>) on the mind and body	<ul style="list-style-type: none"> • S7 Expands knowledge of and respect for their body and the environment. • S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships. • PHD9 Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
2. Investigate the benefits of nutritious foods (<i>e.g.,</i>	<ul style="list-style-type: none"> • PHD9 Shows growing independence in hygiene, nutrition, and

<p><i>nutritious snacks, health meals, foods from various cultures</i>) and explore ways of ensuring healthy eating (<i>e.g., buying nutritious food for meals, avoiding foods to which they are allergic</i>)</p>	<p>personal care when eating, dressing, washing hands, brushing teeth, and toileting.</p>
<p>3. Practise and discuss appropriate personal hygiene that promotes personal, family, and community health (<i>e.g., cover mouth when coughing or sneezing, use a tissue, wash hands, brush teeth</i>)</p>	<ul style="list-style-type: none"> • PHD9 Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting. • PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
<p>4. Talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe (<i>e.g., memorize full name, address, telephone number; use scissors, learning centre materials, playground equipment safely</i>), including identifying and applying basic safety rules (<i>e.g., rules for bus and traffic safety, water and fire safety, electrical safety, Internet safety, outdoor play</i>)</p>	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. • SE7 Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous. • PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
<p>5. Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations (<i>e.g., action in response to bullying, inappropriate touching; seeking assistance from block parents, 911, playground monitors</i>)</p>	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • SE7 Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous. • ATL8 Grows in the ability to distinguish when and how to seek help or information. • PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
<p>6. Identify substances that are harmful to the body (<i>e.g., allergens, cleaning products, inappropriate medicines, tobacco</i>)</p>	<ul style="list-style-type: none"> • PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
<p>7. Discuss what makes them happy and unhappy, and why</p>	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. • SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
<p>PHYSICAL DEVELOPMENT AND ACTIVITY</p>	
<p>8. Participate actively in creative movement and other daily physical activities (<i>e.g., dance, games, outdoor play, fitness breaks</i>)</p>	<ul style="list-style-type: none"> • PHD8 Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.

<p>9. Demonstrate persistence while engaged in activities that require the use of both large and small muscles (<i>e.g., tossing and catching beanbags, skipping, lacing, drawing</i>)</p>	<ul style="list-style-type: none"> • ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences. • PHD1 Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer. • PHD2 Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. • PHD3 Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology. • PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. • PHD5 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
<p>10. Demonstrate strategies for engaging in cooperative play in a variety of games and activities</p>	<ul style="list-style-type: none"> • SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion. • SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers. • SE12 Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.
<p>11. Demonstrate spatial awareness in activities that require the use of large muscles (<i>e.g., find their own personal space in the gym, avoid bumping other children when moving, practise directional changes</i>)</p>	<ul style="list-style-type: none"> • M11 Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. • SE5 Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions • PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. • PHD5 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing. • PHD8 Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.
<p>12. Begin to demonstrate control of large muscles with and without equipment (<i>e.g., climb and balance on playground equipment; roll, throw, and catch a variety of balls; demonstrate balance and coordination during parachute games; hop, slide, or gallop in the gym or outdoors</i>)</p>	<ul style="list-style-type: none"> • PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. • PHD5 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing. • PHD6 Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.
<p>13. Begin to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement (<i>e.g., run, jump, climb, walk on the balance beam, play beach-ball tennis, catch a ball, play hopscotch</i>)</p>	<ul style="list-style-type: none"> • PHD2 Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. • PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. • PHD7 Progresses in physical growth, strength, stamina, and

	flexibility.
14. Begin to demonstrate control of small muscles in activities at a variety of learning centres (e.g., sand, water, visual arts centres) and when using a variety of materials or equipment (e.g., using small building blocks, using play dough, using salt trays, string beads, painting with paintbrushes, drawing cutting paper, using a keyboard, using a mouse, writing with a crayon or pencil)	<ul style="list-style-type: none"> • PHD1 Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer. • PHD2 Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. • PHD3 Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.
15. Demonstrate spatial awareness by doing activities that require the use of small muscles (e.g., using board puzzles, blocks, pegboards, finger puppets; folding; pouring; sorting three-dimensional figures)	<ul style="list-style-type: none"> • SE5 Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions • PHD1 Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer. • PHD2 Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.
16. Use a functional grip in written communication to produce writing that they and others can read (e.g., initially: use paintbrushes, markers, crayons that are short and thick; eventually: use pencils and unlined paper, produce letters in a range of sizes, produce a combination of upper- and lower-case letters that may include some letter reversals)	<ul style="list-style-type: none"> • LT18 Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. • PHD3 Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.

THE ARTS

Ontario Kindergarten Learning Expectations	HighReach Learning Alignment with Standards
VISUAL ARTS	
1. Demonstrate an awareness of personal interests and a sense of accomplishment in visual arts (e.g., initially: willingly illustrate a page in a class book using their own ideas; eventually: offer to make a puppet for a play)	<ul style="list-style-type: none"> • CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic. • CA5 Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. • SE2 Develops growing capacity for independence in a range of activities, routines, and tasks. • SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
2. Explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways (e.g., use natural and recycled materials at a learning centre)	<ul style="list-style-type: none"> • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation. • CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.
3. Explore different elements of design (e.g., colour, line, shape, texture, form) in visual arts (e.g., initially: create different kinds of lines with finger-paint; eventually: explore colour mixing)	<ul style="list-style-type: none"> • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation. • CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or

	realistic.
4. Use or demonstrate understanding of vocabulary related to visual arts in informal conversations and in discussions about their learning (<i>e.g., describe the shapes, colours, or types of lines used in their painting; talk about and point out techniques used by an illustrator in a picture book; respond to the teacher's questions about the textures in a collage</i>)	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • L7 Uses an increasingly complex and varied spoken vocabulary. • CA6 Begins to understand and share opinions about artistic products and experiences.
5. Use problem-solving skills and their imagination to create visual art forms (<i>e.g., choose materials to make a three-dimensional structure stable; choose an alternative way to fasten the materials if the first way is unsuccessful</i>)	<ul style="list-style-type: none"> • CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic. • CA5 Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
6. Express their responses to visual art forms by making connections to their own experiences or by talking about the form	<ul style="list-style-type: none"> • S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences. • CA6 Begins to understand and share opinions about artistic products and experiences. • CA7 Demonstrates increasing delight in beauty and respect for the creative work of others.
7. Respond to a variety of visual art forms from various cultures, including their own (<i>e.g., paintings, fabrics, sculptures, illustrations</i>)	<ul style="list-style-type: none"> • CA6 Begins to understand and share opinions about artistic products and experiences. • CA7 Demonstrates increasing delight in beauty and respect for the creative work of others. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
8. Communicate their understanding of something (<i>e.g., a familiar story, an experience, a song, a play</i>) by representing their ideas and feelings through visual art	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • LT17 Begins to represent stories and experiences through pictures, dictation, and in play. • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
MUSIC	
9. Demonstrate an awareness of personal interests and a sense of accomplishment in music (<i>e.g., initially: move to music in their own way or spontaneously keep the beat during a chant; eventually: choose rhythm instruments to make the sound effects they want for a song</i>)	<ul style="list-style-type: none"> • CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • CA10 Shows growth in moving in time to different patterns of beat and rhythm in music. • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. • SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
10. Explore a variety of tools and materials of their own choice (<i>e.g., spoons, castanets, rhythm sticks, music software</i>) to create music in familiar and new	<ul style="list-style-type: none"> • CA2 Experiments with a variety of musical instruments. • ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness.

ways (e.g., initially : use shakers that they have made at a learning centre to keep the beat in a familiar song; eventually : add sound effects to a computerized slide show)	
11. Explore different elements (e.g., <i>beat, sound quality, speed, volume</i>) of music (e.g., <i>clap the beat of a song; tap their feet on carpet and then on tile, and compare the sounds; experiment with different instruments to accompany a song</i>)	<ul style="list-style-type: none"> • CA2 Experiments with a variety of musical instruments. • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • CA10 Shows growth in moving in time to different patterns of beat and rhythm in music.
12. Use or demonstrate understanding of vocabulary related to music (e.g., <i>names of instruments; words for sound quality, speed, and volume</i>) in informal conversations and in discussions about their learning	<ul style="list-style-type: none"> • L7 Uses an increasingly complex and varied spoken vocabulary. • CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.
13. Use problem-solving skills and their imagination to create music (e.g., <i>experiment with different instruments to create a rhythm pattern to accompany a familiar song; contribute to making a variation on a familiar song with the class</i>)	<ul style="list-style-type: none"> • CA2 Experiments with a variety of musical instruments. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. • ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
14. Express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • CA6 Begins to understand and share opinions about artistic products and experiences. • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
15. Respond to music from various cultures, including their own (e.g., <i>folk songs, Aboriginal chants, songs in different languages</i>)	<ul style="list-style-type: none"> • CA6 Begins to understand and share opinions about artistic products and experiences. • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
16. Communicate their understanding of something (e.g., <i>a book, an experience, a painting</i>) by participating in musical activities (e.g., <i>songs, chants</i>)	<ul style="list-style-type: none"> • L1 Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. • CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles.
DRAMA AND DANCE	
17. Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance (e.g., <i>contribute their own ideas to role playing; move in ways of their choice in free dance; create their own actions for a song or chant and/or follow actions</i>)	<ul style="list-style-type: none"> • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • CA10 Shows growth in moving in time to different patterns of beat and rhythm in music. • CA11 Participates in a variety of dramatic play activities that

<p><i>created by a classmate)</i></p>	<p>become more extended and complex.</p> <ul style="list-style-type: none"> • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. • SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
<p>18. Explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways (<i>e.g., use large blocks to create structures for dramatic play, use flashlights for shadow puppets, use streamers for dance movement</i>)</p>	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. • ATL2 Develops increased ability to make independent choices.
<p>19. Explore different elements of drama (<i>e.g., character, setting, dramatic structure</i>) and dance (<i>e.g., rhythm, space, shape</i>)</p>	<ul style="list-style-type: none"> • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • CA10 Shows growth in moving in time to different patterns of beat and rhythm in music. • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
<p>20. Use or demonstrate understanding of vocabulary related to drama and dance in informal conversations and in discussions about their learning (<i>e.g., words related to the concepts of roles, props, speed, direction, level</i>)</p>	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • L7 Uses an increasingly complex and varied spoken vocabulary. • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • CA10 Shows growth in moving in time to different patterns of beat and rhythm in music. • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
<p>21. Use problem-solving skills and their imagination to create drama and dance (<i>e.g., try out different voices for parts of a story or chant; find different ways to move to music, trying to connect the movement with the mood and speed of the music; create a sequence of movements</i>)</p>	<ul style="list-style-type: none"> • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • CA10 Shows growth in moving in time to different patterns of beat and rhythm in music. • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. • ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
<p>22. Express their responses to drama and dance by moving, by making connections to their own experiences, or by talking about drama and dance</p>	<ul style="list-style-type: none"> • S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences. • CA9 Expresses through movement and dancing what is felt and

	<p>heard in various musical tempos and styles.</p> <ul style="list-style-type: none"> • CA10 Shows growth in moving in time to different patterns of beat and rhythm in music. • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. • ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness. • ATL9 Develops increasing ability to find more than one solution to a question, task, or problem. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
<p>23. Dramatize rhymes, stories, legends, and folk tales from various cultures, including their own (<i>e.g., use actions, pictures, words, or puppets to tell a story at the dramatic play centre or at the block centre</i>)</p>	<ul style="list-style-type: none"> • LT17 Begins to represent stories and experiences through pictures, dictation, and in play. • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
<p>24. Communicate their understanding of something (<i>e.g., a poem, a story, a piece of music</i>) through drama and dance (<i>e.g., move like the animals in a poem; find different ways to move to music or a teacher prompt; move as if they are outside on a windy day after hearing as story about the wind; freeze like a statue</i>)</p>	<ul style="list-style-type: none"> • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • CA10 Shows growth in moving in time to different patterns of beat and rhythm in music. • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.

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