

KINDERGARTEN – LEARNING OUTCOMES

LANGUAGE ARTS

Updated December 2011

Developing Oral Language – Speaking and Listening	
Do you participate in sharing by asking questions, expressing feelings, sharing ideas?	
Do you talk about and listen to ideas about pictures, stories, information text and experiences?	
Can you disagree with someone without making it personal?	
Can you discuss your participation in group activities?	
Do you listen well? What does it look like if someone is listening attentively?	
Do you participate in group activities with charts, stories, songs, pictures and books?	
Can you follow simple oral instructions?	
Do you ask questions to understand what is meant?	
Do others understand what you are saying?	
Can you apply basic grammar when speaking?	
What are some connections between the information you are learning and your own experiences?	
Developing Reading and Viewing	
Do you understand the connection between reading, writing and speaking?	
Do you participate in drama, art, music, and choral reading?	
Do you know most of the letters of the alphabet and their sounds?	
Can you recognize familiar words in charts, lists, signs and books?	
Do you understand how you need to read from left to right, and that there are spaces between words?	
Can you use phonics, language patterns and picture clues to read words?	
Developing Writing	
Can you write a message using pictures, symbols, letters and words?	
Do you understand that print says something?	
Do you try your best to express yourself when writing a message?	
Do you use your knowledge of letter sounds and phonics to attempt to print unknown words?	
Do you copy words in your written messages?	
Can you talk about your message to someone else when you are finished creating it?	
Can you respond to questions about your writing, pictures and other forms of communication?	
Can you print most of the letters of the alphabet properly?	
Can you print your name?	
Can you use correct spelling for some words when writing?	
Can you print some of the sounds you hear in words?	

ARITHMETIC/MATHEMATICS

Number Concepts	
Can you read and print numbers from 0-10?	
Can you name the number that comes after a given number, 1 to 9?	
Can you name the number that comes before a given number, 2 to 10?	
Can you recite number names from a given number to a stated number (forward- 1 to 10, backward 10 to 1) using visual aids?	
Can you look briefly at a given familiar arrangement of 1 to 5 objects or dots and identify the number represented without counting?	
Can you identify the number represented by a given dot arrangement up to five?	
Can you construct a set of objects corresponding to a given numeral?	
Can you name the number for a given set of objects?	
Can you hold up the appropriate number of fingers for a given numeral?	
Can you match numerals with their given pictorial representations?	
Can you show a given number as two parts, using fingers, counters or other objects, and name the number of objects in each part?	
Can you show a given number as two parts using pictures and name the number of objects in each part?	
Can you construct a set to show more than, fewer than, or as many as, a given set?	
Can you compare two given sets through direct comparison and describe the sets using words, such as more than, fewer than, as many as, or the same number?	
Number Operations (patterns and relations)	
Can you distinguish between repeating patterns and non-repeating sequences in a given set by identifying the part the repeats?	
Can you copy a given repeating pattern (e.g., actions, sound, colour, size, shape, orientation), and describe the pattern?	
Can you extend a variety of given repeating patterns to two more repetitions?	
Can you create a repeating pattern using manipulatives, musical instruments or actions and describe the pattern?	
Can you identify and describe a repeating pattern in the room, the home and outdoors (e.g. in a familiar song, in a nursery rhyme)?	
Shape and Space: Measurement	
Can you compare the length (height) of two given objects and explain the comparison using the words shorter, longer (taller), or almost the same?	
Can you compare the mass (weight) of two given objects and explain the comparison using the words lighter, heavier, or almost the same?	
Can you compare the volume (capacity) of two given objects and explain the comparison using the words less, more, bigger, smaller, or almost the same?	
Shape and Space: 3-D Objects and 2-D Shapes	
Can you sort a given set of familiar 3-D objects using a single attribute, such as size or shape, and explain the sorting rule?	
Can you determine the difference between two given pre-sorted sets by explaining a sorting rule used to sort them?	
Can you create a representation of a given 3-D object using materials, such as modeling clay and building blocks and compare the representation to the original 3-D object?	
Can you describe a given 3-D object using words such as big, little, round, like a box, and like a can?	

SOCIAL STUDIES

Skills & Processes of Social Studies	
Can you share space and/or materials?	
Can you take turns?	
Can you show that you are listening?	
Can you gather information using your senses (e.g. sight, hearing, touch)?	
Can you ask questions to collect information?	
Can you collect information from books, magazines and computer?	
Can you collect information from personal experience, oral sources, and visual representations?	
Can you identify a problem related to the subject of Social Studies?	
Can you give suggestions to help solve a problem?	
Can you present information orally, written and with pictures?	
Can you identify different ways to communicate (e.g. spoken language, facial expression, body language, sign language, song, dance, drama)?	
Identity, Culture, and Society	
Can you describe some of the changes that have happened in your life and how have you reacted to them?	
Can you identify a variety of groups to which you belong (e.g. family, friends, sports teams, Sparks/Beavers, etc.)?	
Can you give examples of ways which people co-operate in order to live together peacefully (e.g. sharing, following rules, being polite)?	
Can you state which country you live in (Canada)?	
Can you identify familiar places and landmarks in the community (e.g. recreation centres, libraries, fire halls, places of worship, playgrounds, memorials, city halls, etc.)?	
Do you know the purposes of family?	
Can you identify the caregivers in your family?	
Can you identify the makeup of your own family (e.g. number of people, roles, relationships, etc.)?	
Can you describe how families are the same and different?	
Governance	
Do you know what are your roles, rights and responsibilities at home, school and community?	
Do you know what people make decisions about what happens at home, school and community?	
Can you name some rules for home, school and community?	
Do you know what the purpose of school is?	
Do you know what Canada is?	
Economy and Technology	
Using pictures and/or discussion, identify basic human needs (food, water, shelter, clothing, safety, protection).	
Can you give examples of different types of work in families, schools, and communities (e.g. growing food, making products, selling products, caring for others, providing entertainment)?	
Using pictures and/or discussion, identify examples of technology used at home and school (e.g. computer, photocopier, telephone, television, refrigerator, bicycle, etc).	
Can you describe how technology plays in your life?	
Human and Physical Environment	
Can you identify your home and familiar places on a picture map or by walking/traveling the community?	
What is a natural environment (e.g. mountains, rivers, forests, marshes)? Use appropriate terminology.	
What is a human-built environment (e.g. roads, buildings, bridges)? Use appropriate terminology.	

How is daily life influenced by the environment (e.g. weather effects on activity/clothing)?	
How can you care responsibly for your environment? (e.g. recycle, reduce, reuse, not disturbing plants and animals in their natural habitats)	

SCIENCE

Processes of Science	
Can you describe what you observe using the 5 senses (seeing, touching, smelling, etc)?	
Can you identify the properties of an object (colour, shape, texture, hardness)?	
Can you demonstrate which body parts would be used to gather specific sensory information (e.g. to find out if a ball is soft, I would use my hands)?	
Can you communicate observations using learned vocabulary?	
Can you work collaboratively with others while sharing?	
Can you draw features of items observed?	
Life Science: Characteristics of Living Things	
Can you list a variety of features (size, colour) of local plants and animals?	
Can you illustrate local plants and animals in a variety of ways (painting, collages, sculptures, etc.)?	
Can you describe similar and different features (colour, shape, size, texture) of two local plants?	
Can you group plants on the basis of their features?	
Can you describe similar and different features (size, outer surface such as hair, fur, skin, scales) of common animals?	
Can you sort and classify a variety of animals (wild and domestic)?	
Physical Science: Properties of Objects & Materials	
Can you accurately sort materials by colour, size, shape, texture and mass (weight)?	
Can you identify, illustrate, and label materials in terms of properties (e.g. soft/hard; smooth/rough)?	
Can you list materials (e.g. wood, plastic, metal, paper) used to construct at least three familiar items at home or school?	
Can you identify three items that can be recycled (e.g. paper, plastic, glass)?	
Can you illustrate ways in which a recycling center can be used?	
Earth and Space Science: Surroundings	
Can you ask specific questions related to your immediate environment (e.g. where did the rain water go)?	
Can you describe and illustrate two or more features of your surroundings (e.g. texture of soil, weather conditions)?	
Can you tell about features that you observe (e.g. "I found a long, thin leaf or a round, shiny rock")?	
Can you identify specific changes in your immediate environment (e.g. changes in weather over a one-week period)?	

FINE ARTS

Dance	
Can you move expressively to a variety of sounds and music?	
Can you create movements that represent characters, themes, and topics?	
Can you move safely in both personal space and general space during dance activities?	
Can you move in a variety of levels, pathways, and directions?	
Can you move using a variety of body shapes?	
Can you move in time to a steady beat?	
Can you participate in dance activities for a variety of purposes?	
Can you demonstrate a willingness to perform dance?	
Can you demonstrate appropriate performance skills (e.g. stay focused, show respect for others) in	

dance settings?	
Music	
Can you participate in singing and playing classroom instruments?	
Can you describe your personal thoughts, images, and feelings experienced in music?	
Can you create sounds to accompany stories, songs or nursery rhymes?	
Can you respond to beat in music?	
Can you identify and demonstrate rhythmic patterns from a variety of music?	
Can you sing short melodies?	
Can you demonstrate musical activities from a variety of historical, cultural, and social contexts?	
Can you use voice or instruments to explore elements of expression such as playing or singing softly, loudly, quickly, slowly, copying the sounds of animals, etc.?	
Can you respond to music appropriately?	
Can you demonstrate appropriate performance skills in music (e.g. paying attention, not talking while someone is performing, etc.)?	
Drama	
Can you engage yourself in drama activities?	
Can you explore and imagine stories by taking on roles?	
Can you participate willingly?	
Can you use your voice, or body to explore ideas and feelings?	
Can you move safely in both personal and general space while creating drama?	
Can you use drama from a variety of contexts?	
Can you share your drama work with others?	
Can you describe your response to a dramatic work?	
Visual Arts	
Can you use imagination, observation, and stories to create images?	
Can you identify and create images that feature colour, line or shape and pattern?	
Can you experiment with a variety of materials, technologies and processes to make images?	
Can you describe various purposes of visual arts?	
Can you create 2-D and 3-D images that represent ideas and concepts?	
Can you create 2-D and 3-D images in response to experiences and to objects and other images?	

PHYSICAL EDUCATION - P.E.

Active Living	
Can you identify the benefits of regular participation in physical activity?	
Can you identify physical activities you enjoy doing?	
Can you identify the importance of food as fuel for physical activity?	
Are you participating daily (e.g. five times a week) in moderate to vigorous physical activities?	
Movement Skills	
Can you perform movements in personal space while maintaining control?	
Can you use your body to create shapes (e.g. by bending, curling, pulling, pushing, stretching, etc)?	
Can you show proper technique for performing specific loco motor movement skills including walking, running, jumping, hopping, rolling?	
Can you show proper technique for performing specific manipulative movement skills including rolling, sliding, or carrying an object, throwing an object toward a target?	
Safety, Fair Play and Leadership	
Can you identify safety guidelines for participating in physical activity (e.g. follow instructions, stay within boundaries, use equipment only when supervised, etc.)?	
Can you follow rules and directions when participating in physical activities (e.g. stop on a signal, listen to instructions before beginning activity)?	
Can you work co-operatively with peers during physical activity (e.g. respecting others' personal space, not pushing or shoving)?	