

## Alberta Milk

### *Power to Play* Program Alberta Assessment Strategies

#### Kindergarten

---

In addition to direct observations, the following strategies and supports are provided to help track students' progress and learning:

- A **rating checklist** provides assessment criteria for each lesson. The rating checklist follows and provides an overview of criteria for the entire *Power to Play* Kindergarten unit. This checklist can be copied for each student and assessment notes recorded as the unit progresses.
- **Assessment notes** provide an overview of the criteria that is used to assess students in each lesson.
- Each lesson also provides a **criteria and outcomes chart**, with criteria statements that can be used to create assessment tools and templates. Criteria statements describe what students will do to show they have achieved the outcomes.
- An **anecdotal notes form** is provided with each lesson to be copied and used to record observations about student progress and growth. Anecdotal notes are specific to the activities in each of the lessons.
- A **culminating activity rubric** is provided with Lesson 4.
- A **self reflection and assessment handout** is provided at the end of Lesson 4. Have students draw pictures that represent what they learned and what they were excited about learning in this unit.

#### **Portfolios, Scrapbooks or Experience Boxes**

To keep track of student work, have students create portfolios, scrapbooks or experience boxes. Some items to collect include:

- Completed activity sheets
- Power Snack recipes
- "I Tried It!" badges
- Pictures of favourite foods
- Graphs and tallies
- Photographs of the class making recipes
- Family photographs of special meals.

#### **Journals**

You may also want to encourage students to keep track of their learning in a journal. Journal entries could be simple sentence completion (or dictation or tracing) related to food, such as:

- Today I tried...
- I want to try...
- I liked to eat...
- I do not like to eat...

Or have students draw pictures of their experiences: for example, they could draw a crunchy food, a red food or a favourite snack.

#### **Culminating Activity**

Use the culminating wrap-up activity found in Lesson 4, "Super Power Utility Belt," as a measurement of student understanding that healthy foods and active fun give us the power to play, grow and feel great.

**Kindergarten *Power to Play* Rating Checklist**

	<b>Criteria</b>	<b>Yes</b>	<b>A good start</b>	<b>Not yet</b>	<b>Comments</b>
<b>Lesson 1</b>	Identify healthy food choices				
	Describe healthy activities				
	Identify and count groups of healthy foods				
<b>Lesson 2</b>	Match food choices to food groups				
	Sort foods into groups				
	Plan and represent healthy food combinations				
<b>Lesson 3</b>	Use senses to identify and sort foods into groups				
	Describe the characteristics of foods by using the senses				
<b>Lesson 4</b>	Identify healthy food and activity choices and preferences				
	Connect personal food and activity choices to good health and well being				
	Demonstrate awareness of ways to measure food choices				
<b>Physical Education</b>	Participate willingly in movement activities				
	Willingly play with others				

## Lesson 1: Meet our Superheroes!

### LESSON OVERVIEW

This initial lesson is designed to help you introduce your students to Brock Lee and Coco Lait and to set the stage for the following three lessons.

### Assessment Notes

While students **identify foods and physical activities to create a class word bank and start to explore food choices**, observe as they:

- Identify healthy food choices
- Identify healthy activities
- Identify and count groups of healthy foods

Use the Rating Scale to record information on student progress in this lesson.

### Lesson One Criteria and Outcomes

\*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
Identify healthy food choices	<b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks
Describe healthy activities	<b>W-K.1</b> describe ways, and make choices, to be physically active daily  <b>General Outcome B: Benefits Health</b> <b>6</b> experience how physical activity makes one feel <b>8</b> understand the connections between physical activity and emotional well-being; e.g., feels good
Identify and count groups of healthy foods	<b>General Outcome 3: Manage ideas and information</b> 3.3 Organize, Record and Evaluate Organize information <ul style="list-style-type: none"><li>· Categorize objects and pictures according to visual similarities and differences</li></ul> <b>Strand: Number</b> <b>General Outcome: Develop number sense.</b> <ul style="list-style-type: none"><li>· Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V]</li><li>· Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]</li></ul>

**Anecdotal Notes for Lesson One**

Watch for evidence that students can:

- Demonstrate listening when involved in shared viewing
- Identify different foods
- Describe why a food is a healthy choice
- Take turns contributing to class discussions and brainstorming

**This student \_\_\_\_\_ can**

- Demonstrate listening when involved in shared viewing**
- Identify different foods**
- Describe why a food is a healthy choice**
- Take turns contributing to class discussions and brainstorming**

## Lesson 2: Adventures in Food

### LESSON OVERVIEW

In this lesson students will explore and have fun with food, experiment and try new things.

Students will learn that:

- ❖ Healthy foods come in all shapes and sizes
- ❖ Healthy foods can give you power to play
- ❖ Trying new foods is fun!
- ❖ Healthy foods taste great
- ❖ An active body is a healthy body.

### Assessment Notes

While students **sort and group foods and plan healthy food combinations**, observe as they:

- Match and categorize foods
- Sort foods into groups
- Plan and represent healthy food combinations

As students are engaged in the **physical activities** for this lesson, observe as they:

- Participate willingly in movement activities
- Willingly play with others

Use the Rating Scale to record information on student progress in this lesson.

### Lesson Two Criteria and Outcomes

\*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
Match food choices to food groups	<p><b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</p> <p><b>Strand: Statistics and Probability (Data Analysis)</b>  <b>General Outcome: Collect and organize, with assistance, data based on first-hand information.</b>                      2. Construct, with assistance, a concrete/object graph, using one-to-one correspondence. [PS, V]</p>
Sort foods into groups	<p><b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</p> <p><b>General Outcome 3: Manage ideas and information</b>                      3.3 Organize, Record and Evaluate                      Organize information</p> <ul style="list-style-type: none"> <li>• Categorize objects and pictures according to visual similarities and differences</li> </ul> <p><b>Strand: Number</b>  <b>General Outcome: Develop number sense.</b></p> <ul style="list-style-type: none"> <li>• 1. Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V]</li> <li>• 2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 5 objects or dots. [C, CN, ME, V]</li> </ul>

Criteria	Outcomes
	<ul style="list-style-type: none"> <li>• 3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]</li> <li>• 5. Compare quantities 1 to 10, using one-to-one correspondence. [C, CN, V]</li> </ul> <p><b>Strand: Patterns and Relations (Patterns)</b>  <b>General Outcome: Use patterns to describe the world and to solve problems.</b></p> <ul style="list-style-type: none"> <li>• 1. Demonstrate an understanding of repeating patterns (two or three elements) by: <ul style="list-style-type: none"> <li>○ identifying</li> <li>○ reproducing</li> <li>○ extending</li> <li>○ creating</li> </ul> <p>patterns using manipulatives, sounds and actions. [C, CN, PS, V] [ICT: P2-1.1]</p> </li> <li>• 2. Sort a set of objects based on a single attribute, and explain the sorting rule. [C, CN, PS, R, V]</li> </ul>
<b>Plan and represent healthy food combinations</b>	<p><b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</p> <p><b>General Outcome 3: Manage ideas and information</b>  3.3 Organize, Record and Evaluate  Organize information</p> <ul style="list-style-type: none"> <li>• Categorize objects and pictures according to visual similarities and differences</li> </ul> <p><b>General Outcome 4: Enhance the clarity and artistry of communication</b>  4.1 Enhance and Improve  Enhance artistry</p> <ul style="list-style-type: none"> <li>• Experiment with sounds, colours, print and pictures to express ideas and feelings</li> </ul>
<b>Participate willingly in movement activities</b>	<p><b>General Outcome A: Activity</b>  <b>1</b> experience and develop locomotor skills through a variety of activities  <b>3</b> experience and develop nonlocomotor skills through a variety of activities  <b>8</b> experience movement to respond to a variety of stimuli; e.g., music</p> <p><b>General Outcome D: Do It Daily for Life</b>  <b>1</b> show willingness to participate regularly in short periods of activity with frequent rest intervals  <b>2</b> participate with effort in physical activities  <b>3</b> show a willingness to listen to directions and simple explanations  <b>5</b> experience moving safely and sensitively through all environments; e.g., movement activities</p>
<b>Willingly play with others</b>	<p><b>General Outcome C: Cooperation</b>  <b>5</b> display a willingness to play alongside others</p>

**Anecdotal Notes for Lesson Two**

Watch for evidence that students can:

- Identify their own food choices
- Express preferences for foods
- Identify healthy food choices
- Use visual similarities and differences to sort foods into groups
- Group foods into snack food combinations
- Compare healthy food choices
- Participate with effort in movement activities

**This student \_\_\_\_\_ can**

- Identify their own food choices**
- Express preferences for foods**
- Identify healthy food choices**
- Use visual similarities and differences to sort foods into groups**
- Group foods into snack food combinations**
- Compare healthy food choices**
- Participate with effort in movement activities**

## Lesson 3: Food Makes Sense!

### LESSON OVERVIEW

In this lesson, students will conduct simple investigations through free exploration to discover a variety of healthy foods.

Students will learn that:

- ❖ Healthy foods come with all different colours, tastes, textures, sounds and smells
- ❖ Trying new foods is fun.

### Assessment Notes

While students **explore the characteristics of foods through colour, texture, smell, taste and smell, and create their classroom big book pages**, observe as they:

- Use senses to identify and sort foods into groups
- Describe the characteristics of foods by using the senses

As students are engaged in the **physical activities** for this lesson, observe as they:

- Participate willingly in movement activities
- Willingly play with others

Use the Rating Scale to record information on student progress in this lesson.

### Lesson Three Criteria and Outcomes

\*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
Use senses to identify and sort foods into groups	<p><b>General Outcome 1: Explore thoughts, ideas, feelings and experiences</b></p> <p>1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> <li>• Connect related ideas and information</li> </ul> <p><b>General Outcome 2: Comprehend and respond personally and critically to oral print and other media texts</b></p> <p>2.1 Use Strategies and Cues Use prior knowledge</p> <ul style="list-style-type: none"> <li>• Connect oral language with print and pictures</li> </ul> <p><b>General Outcome 3: Manage ideas and information</b></p> <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> <li>• Categorize objects and pictures according to visual similarities and differences</li> </ul> <p><b>Strand: Number</b></p> <p><b>General Outcome: Develop number sense.</b></p> <ul style="list-style-type: none"> <li>• 1. Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V]</li> <li>• 2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 5 objects or dots. [C, CN, ME, V]</li> <li>• 3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]</li> <li>• 5. Compare quantities 1 to 10, using one-to-one correspondence. [C, CN, V]</li> </ul> <p><b>Strand: Patterns and Relations (Patterns)</b></p> <p><b>General Outcome: Use patterns to describe the world and to solve problems.</b></p>

Criteria	Outcomes
	<ul style="list-style-type: none"> <li>• 1. Demonstrate an understanding of repeating patterns (two or three elements) by:               <ul style="list-style-type: none"> <li>○ identifying</li> <li>○ reproducing</li> <li>○ extending</li> <li>○ creating</li> </ul>               patterns using manipulatives, sounds and actions. [C, CN, PS, V] [ICT: P2-1.1]             </li> <li>• 2. Sort a set of objects based on a single attribute, and explain the sorting rule. [C, CN, PS, R, V]</li> </ul> <p><b>The child demonstrates curiosity, interest and a willingness to learn about the environment and community.</b></p> <ul style="list-style-type: none"> <li>• Becomes aware of the five senses and how they are used to explore, investigate and describe the world</li> </ul> <p><b>The child explores familiar places and things in the environment and community.</b></p> <ul style="list-style-type: none"> <li>• Becomes aware of colours, shapes, patterns and textures in the environment</li> </ul>
<p><b>Describe the characteristics of foods by using the senses</b></p>	<p><b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</p> <p><b>General Outcome 1: Explore thoughts, ideas, feelings and experiences</b>          1.2 Clarify and Extend          Combine ideas</p> <ul style="list-style-type: none"> <li>• Connect related ideas and information</li> </ul> <p><b>General Outcome 3: Manage ideas and information</b>          3.3 Organize, Record and Evaluate          Organize information</p> <ul style="list-style-type: none"> <li>• Categorize objects and pictures according to visual similarities and differences</li> </ul> <p><b>General Outcome 4: Enhance the clarity and artistry of communication</b>          4.3 Present and Share          Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> <li>• Follow one- or two-step instructions</li> </ul> <p><b>Strand: Patterns and Relations (Patterns)</b>  <b>General Outcome: Use patterns to describe the world and to solve problems.</b></p> <ul style="list-style-type: none"> <li>• 2. Sort a set of objects based on a single attribute, and explain the sorting rule. [C, CN, PS, R, V]</li> </ul> <p><b>The child demonstrates curiosity, interest and a willingness to learn about the environment and community.</b></p> <ul style="list-style-type: none"> <li>• Becomes aware of the five senses and how they are used to explore, investigate and describe the world</li> </ul> <p><b>The child explores familiar places and things in the environment and community.</b></p> <ul style="list-style-type: none"> <li>• Becomes aware of colours, shapes, patterns and textures in the environment</li> </ul>

Criteria	Outcomes
<p><b>Participate willingly in movement activities</b></p>	<p><b>General Outcome A: Activity</b>  <b>1</b> experience and develop locomotor skills through a variety of activities  <b>3</b> experience and develop nonlocomotor skills through a variety of activities  <b>5</b> experience and develop ways to receive, retain and send an object, using a variety of body parts and implements through a variety of activities</p> <p><b>General Outcome D: Do It Daily for Life</b>  <b>1</b> show willingness to participate regularly in short periods of activity with frequent rest intervals  <b>2</b> participate with effort in physical activities  <b>3</b> show a willingness to listen to directions and simple explanations  <b>5</b> experience moving safely and sensitively through all environments; e.g., movement activities</p>
<p><b>Willingly play with others</b></p>	<p><b>General Outcome C: Cooperation</b>  <b>5</b> display a willingness to play alongside others</p>

**Anecdotal Notes for Lesson Three**

Watch for evidence that students can:

- Identify their own food choices
- Ask questions to explore characteristics of foods
- Identify characteristics of foods according to their senses
- Group foods by characteristics relating to the senses
- Compare and connect similar foods by using sensory descriptions
- Listen to directions
- Participate with effort in movement activities

**This student \_\_\_\_\_ can**

- Identify their own food choices**
- Ask questions to explore characteristics of foods**
- Identify characteristics of foods according to their senses**
- Group foods by characteristics relating to the senses**
- Compare and connect similar foods by using sensory descriptions**
- Listen to directions**
- Participate with effort in movement activities**

## Lesson 4: Food and Me

### LESSON OVERVIEW

In this lesson, students will explore healthy snacks and develop an understanding that food helps us go (and grow) in the same way a battery helps a toy go.

The main healthy-eating messages you will be teaching in this lesson are:

- ❖ An active body is a healthy body
- ❖ Healthy snacks give us the power to play, grow and feel great
- ❖ Trying new food is fun!

### Assessment Notes

While students **explore and express the different types of food and activity choices they can make**, observe as they:

- Identify healthy food and activity choices and preferences
- Connect personal food and activity choices to good health and well being
- Demonstrate awareness of ways to measure food choices

As students are engaged in the **physical activities** for this lesson, observe as they:

- Participate willingly in movement activities
- Willingly play with others

Use the Rating Scale to record information on student progress in this lesson.

Use the Product Rubric as a culminating assessment of student learning.

### Lesson Four Criteria and Outcomes

\*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
Identify healthy food and activity choices and preferences	<p><b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</p> <p><b>W-K.1</b> describe ways, and make choices, to be physically active daily</p> <p><b>General Outcome 1: Explore thoughts, ideas, feelings and experiences</b></p> <p>1.1 Discover and Explore</p> <ul style="list-style-type: none"> <li>· Express ideas and develop understanding</li> <li>· Share personal experiences prompted by oral, print and other media texts</li> <li>· Talk about ideas, experiences and familiar events</li> </ul> <p><b>General Outcome 2: Comprehend and respond personally and critically to oral print and other media texts</b></p> <p>2.1 Use Strategies and Cues</p> <ul style="list-style-type: none"> <li>· Use prior knowledge</li> <li>· Connect oral language with print and pictures</li> </ul>
Connect personal food and activity choices to good health and well being	<p><b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</p> <p><b>W-K.1</b> describe ways, and make choices, to be physically active daily</p> <p><b>General Outcome 1: Explore thoughts, ideas, feelings and experiences</b></p> <p>1.1 Discover and Explore</p> <ul style="list-style-type: none"> <li>· Express ideas and develop understanding</li> </ul>

Criteria	Outcomes
	<p>1.2 Clarify and Extend</p> <p>Combine ideas</p> <ul style="list-style-type: none"> <li>· Connect related ideas and information</li> </ul>
<p><b>Demonstrate awareness of ways to measure food choices</b></p>	<p><b>Strand: Number</b>  <b>General Outcome: Develop number sense.</b></p> <ul style="list-style-type: none"> <li>· 1. Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V]</li> </ul> <p><b>Strand: Patterns and Relations (Patterns)</b>  <b>General Outcome: Use patterns to describe the world and to solve problems.</b></p> <ul style="list-style-type: none"> <li>· 2. Sort a set of objects based on a single attribute, and explain the sorting rule. [C, CN, PS, R, V]</li> </ul> <p><b>Strand: Shape and Space (Measurement)</b>  <b>General Outcome: Use direct and indirect measurement to solve problems.</b></p> <ul style="list-style-type: none"> <li>· 1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). [C, CN, PS, R, V]</li> </ul>
<p><b>Participate willingly in movement activities</b></p>	<p><b>General Outcome A: Activity</b></p> <ul style="list-style-type: none"> <li><b>1</b> experience and develop locomotor skills through a variety of activities</li> <li><b>3</b> experience and develop nonlocomotor skills through a variety of activities</li> <li><b>8</b> experience movement to respond to a variety of stimuli; e.g., music</li> </ul> <p><b>General Outcome D: Do It Daily for Life</b></p> <ul style="list-style-type: none"> <li><b>1</b> show willingness to participate regularly in short periods of activity with frequent rest intervals</li> <li><b>2</b> participate with effort in physical activities</li> <li><b>3</b> show a willingness to listen to directions and simple explanations</li> <li><b>4</b> participate in safe warm-up and cool-down activities</li> <li><b>5</b> experience moving safely and sensitively through all environments; e.g., movement activities</li> <li><b>6</b> participate in a class activity with a group goal; e.g., walk a predetermined distance</li> </ul>
<p><b>Willingly play with others</b></p>	<p><b>General Outcome C: Cooperation</b></p> <ul style="list-style-type: none"> <li><b>5</b> display a willingness to play alongside others</li> </ul>

**Anecdotal Notes for Lesson Four**

Watch for evidence that students can:

- Identify personal food and activity preferences and choices
- Generate ideas for food choices and combinations
- Select visual examples of food choices
- Compare sizes and shapes of different foods
- Participate with effort in movement activities

This student \_\_\_\_\_ can

- Identify personal food and activity preferences and choices**
- Generate ideas for food choices and combinations**
- Select visual examples of food choices**
- Compare sizes and shapes of different foods**
- Participate with effort in movement activities**

### Culminating Activity Project

Students can be asked to identify and explore their own food and activity choices by finding, creating and cutting and pasting examples of foods and activities on a utility belt that they create.

Their projects can provide an opportunity for a culminating project that they use to demonstrate their learning in the *Power to Play* unit. The following rubric can be used to assess student learning. Talk through the criteria with students before they start their project. Use the rubric to share their progress with parents.

Level \ Criteria	Wow	Yes	Almost	Not Yet
Identifies healthy food choices	Selects and <b>clearly</b> identifies healthy foods	Selects and <b>accurately</b> identifies healthy foods	Selects and <b>inconsistently</b> identifies healthy foods	Has <b>difficulty</b> selecting or identifying healthy foods
Identifies health activity choices	Selects and <b>clearly</b> identifies healthy activities	Selects and <b>accurately</b> identifies healthy activities	Selects and <b>inconsistently</b> identifies healthy activities	Has <b>difficulty</b> selecting or identifying healthy activities
Expresses personal preferences	Expresses preferences that <b>clearly and consistently</b> reflect healthy choices	Expresses preferences that <b>frequently</b> reflect healthy choices	Expresses preferences that <b>inconsistently</b> reflect healthy choices	Expresses preferences that <b>do not</b> reflect healthy choices

Student \_\_\_\_\_

I learned

Look at this