

**Alberta Milk**  
*Power to Play Program*

**Alberta Curriculum Links**  
**Kindergarten**

## Kindergarten

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### Lesson 1: Meet our Superheroes!

#### Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Kindergarten Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

##### STEP ONE: MEET BROCK AND COCO

Health and Life Skills  
Physical Education  
Early Literacy

##### STEP TWO: SET UP THE PORTFOLIO

Health and Life Skills  
Early Numeracy  
Early Literacy

##### STEP THREE: SING "OPEN YOUR BACKPACK"

Health and Life Skills  
Creative Expression

# Health and Life Skills & Physical Education Kindergarten

## 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.

### CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 1 of the Kindergarten *Power to Play* program.

ACTIVITY FOCUS	LEARNING OUTCOMES
<p>STEP ONE: MEET BROCK AND COCO</p> <ul style="list-style-type: none"> <li>❖ Identify healthy food choices and physical activities</li> <li>❖ Start a picture and word bank</li> </ul>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</li> <li><input type="checkbox"/> <b>W-K.1</b> describe ways, and make choices, to be physically active daily</li> </ul> <p><b>Physical Education</b></p> <p><b>General Outcome B: Benefits Health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1</b> recognize appropriate nutritional habits</li> <li><input type="checkbox"/> <b>6</b> experience how physical activity makes one feel</li> <li><input type="checkbox"/> <b>8</b> understand the connections between physical activity and emotional well-being; e.g., feels good</li> </ul>
<p>STEP TWO: SET UP THE PORTFOLIO</p> <ul style="list-style-type: none"> <li>❖ Count healthy food items</li> <li>❖ Create a portfolio</li> </ul>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</li> </ul>
<p>STEP THREE: SING “OPEN YOUR BACKPACK”</p> <ul style="list-style-type: none"> <li>❖ Describe healthy foods and active bodies</li> </ul>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</li> </ul>

## Alberta Cross-Curricular Links Kindergarten

### Lesson 1: Meet our Superheroes!

#### CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 1 of the Kindergarten *Power to Play* program.

*\* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
STEP ONE: MEET BROCK AND COCO ❖ Identify healthy food choices and physical activities ❖ Start a picture and word bank	Early Literacy	<b>General Outcome 2: Comprehend and respond personally and critically to oral print and other media texts</b> 2.2 Respond to Texts Experience various texts <input type="checkbox"/> Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs <input type="checkbox"/> Listen and view attentively <b>General Outcome 3: Manage ideas and information</b> 3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Categorize objects and pictures according to visual similarities and differences
STEP TWO: SET UP THE PORTFOLIO ❖ Create a portfolio box	Early Literacy  Mathematics (2007)	<b>General Outcome 3: Manage ideas and information</b> 3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Categorize objects and pictures according to visual similarities and differences  <b>Strand: Number</b> <b>General Outcome: Develop number sense.</b> <input type="checkbox"/> 1. Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V] <input type="checkbox"/> 3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]
STEP THREE: SING "OPEN YOUR BACKPACK" ❖ Describe healthy foods and active bodies	Creative Expression	<b>The child explores self-expression through creative thought and through language, art, movement, music and drama.</b> <input type="checkbox"/> Explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement

**Most of the lessons in *Power to Play* include the following activities:**

- ❖ **Watching DVD episodes**
- ❖ **Singing songs and rhymes**

These activities reinforce and support the development of the following outcomes from the **Early Literacy** program of studies:

**General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts**

2.2 Respond to Texts

Experience various texts

- Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs
- Listen and view attentively

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### Lesson 2: Adventures in Food

#### Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Kindergarten Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

##### GETTING STARTED: IDENTIFY ALL KINDS OF FOODS

Health and Life Skills  
Physical Education  
Early Literacy  
Mathematics

##### LEARNING CENTRES

###### ACTIVITY A: COUNTING KITCHEN

Health and Life Skills  
Mathematics

###### ACTIVITY B: ALL SORTS OF FOODS

Health and Life Skills  
Mathematics

###### ACTIVITY C: SUPER SNACK BINGO

Health and Life Skills  
Physical Education  
Early Literacy

##### POWER SNACK: THE GREAT FOOD EXPERIMENT

Health and Life Skills

##### WRAP UP: POWERFUL ME!

Health and Life Skills  
Early Literacy

##### EXTENSION: FOOD ADVENTURES

Early Literacy  
Environment and Community Awareness

##### FUN CORNER

Creative Expression

##### HOME CONNECTION: LUNCH IN A SNAP

Early Literacy

##### ENERGY BLAST: ADVENTURES IN PHYSICAL ACTIVITY

Physical Education  
Daily Physical Activity

# Health and Life Skills & Physical Education Kindergarten

## 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.

### CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 2 of the Kindergarten *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>GETTING STARTED: IDENTIFY ALL KINDS OF FOODS</p> <ul style="list-style-type: none"> <li>❖ Participate in a class survey</li> <li>❖ Identify healthy foods</li> </ul> <p>LEARNING CENTRES</p> <p>ACTIVITY A: COUNTING KITCHEN</p> <ul style="list-style-type: none"> <li>❖ Count foods for a recipe</li> </ul> <p>ACTIVITY B: ALL SORTS OF FOODS</p> <ul style="list-style-type: none"> <li>❖ Sort and order food groups</li> </ul> <p>ACTIVITY C: SUPER SNACK BINGO</p> <ul style="list-style-type: none"> <li>❖ Match food cards</li> </ul> <p>POWER SNACK: THE GREAT FOOD EXPERIMENT</p> <ul style="list-style-type: none"> <li>❖ Create a healthy snack</li> </ul> <p>WRAP UP: POWERFUL ME!</p> <ul style="list-style-type: none"> <li>❖ Create a healthy choices silhouette</li> </ul> <p>EXTENSION</p> <ul style="list-style-type: none"> <li>❖ Visit a supermarket</li> </ul> <p>HOME CONNECTION</p> <ul style="list-style-type: none"> <li>❖ Create a recipe book</li> </ul> <p>ENERGY BLAST: ADVENTURES IN PHYSICAL ACTIVITY [PHYSICAL EDUCATION OUTCOMES]</p>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</li> </ul> <p><b>Physical Education</b></p> <p><b>General Outcome B: Benefits Health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1</b> recognize appropriate nutritional habits [ACTIVITIES ONLY]</li> </ul> <p><b>General Outcome A: Activity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1</b> experience and develop locomotor skills through a variety of activities</li> <li><input type="checkbox"/> <b>3</b> experience and develop nonlocomotor skills through a variety of activities</li> <li><input type="checkbox"/> <b>8</b> experience movement to respond to a variety of stimuli; e.g., music</li> </ul> <p><b>General Outcome C: Cooperation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>5</b> display a willingness to play alongside others</li> </ul> <p><b>General Outcome D: Do It Daily for Life</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1</b> show willingness to participate regularly in short periods of activity with frequent rest intervals</li> <li><input type="checkbox"/> <b>2</b> participate with effort in physical activities</li> <li><input type="checkbox"/> <b>3</b> show a willingness to listen to directions and simple explanations</li> <li><input type="checkbox"/> <b>5</b> experience moving safely and sensitively through all environments; e.g., movement activities</li> </ul>





ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
		<p>1 to 5 objects or dots. [C, CN, ME, V]</p> <p><input type="checkbox"/> 3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]</p> <p><input type="checkbox"/> 5. Compare quantities 1 to 10, using one-to-one correspondence. [C, CN, V]</p> <p><b>Strand: Patterns and Relations (Patterns)</b>  <b>General Outcome: Use patterns to describe the world and to solve problems.</b></p> <p><input type="checkbox"/> 1. Demonstrate an understanding of repeating patterns (two or three elements) by:</p> <ul style="list-style-type: none"> <li>o identifying</li> <li>o reproducing</li> <li>o extending</li> <li>o creating</li> </ul> <p>patterns using manipulatives, sounds and actions. [C, CN, PS, V] [ICT: P2-1.1]</p> <p><input type="checkbox"/> 2. Sort a set of objects based on a single attribute, and explain the sorting rule. [C, CN, PS, R, V]</p>
<p>WRAP UP: POWERFUL ME! ❖ Create a healthy choices silhouette</p>	<p><b>Early Literacy</b></p>	<p><b>General Outcome 2: Comprehend and respond personally and critically to oral print and other media texts</b></p> <p>2.2 Respond to Texts Experience various texts</p> <p><input type="checkbox"/> Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs</p> <p><input type="checkbox"/> Listen and view attentively</p> <p><b>General Outcome 4: Enhance the clarity and artistry of communication</b></p> <p>4.1 Enhance and Improve Enhance artistry</p> <p><input type="checkbox"/> Experiment with sounds, colours, print and pictures to express ideas and feelings</p> <p>4.3 Present and Share <i>Present information</i></p> <p><input type="checkbox"/> <i>Share ideas and information about own drawings and topics of personal interest</i></p> <p><i>Enhance presentation</i></p> <p><input type="checkbox"/> <i>Use drawings to illustrate ideas and information, and talk about them</i></p>
<p>EXTENSION: FOOD ADVENTURES ❖ Visit a supermarket</p>	<p><b>Early Literacy</b></p> <p><b>Environment</b></p>	<p><b>General Outcome 3: Manage ideas and information</b></p> <p>3.2 Select and Process Use a variety of sources</p> <p><input type="checkbox"/> Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos</p> <p>3.3 Organize, Record and Evaluate Organize information</p> <p><input type="checkbox"/> Categorize objects and pictures according to visual similarities and differences</p> <p><b>The child demonstrates curiosity, interest and a willingness to learn</b></p>

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	<b>and Community Awareness</b>	<p><b>about the environment and community.</b></p> <p><input type="checkbox"/> Becomes aware of the five senses and how they are used to explore, investigate and describe the world</p> <p><b>The child explores familiar places and things in the environment and community.</b></p> <p><input type="checkbox"/> Becomes aware of colours, shapes, patterns and textures in the environment</p>
<p>FUN CORNER</p> <p>❖ Create superhero gear</p>	<b>Creative Expression</b>	<p><b>The child explores self-expression through creative thought and through language, art, movement, music and drama.</b></p> <p><input type="checkbox"/> Experiments with a variety of art materials to create two and three dimensional forms</p>
<p>HOME CONNECTION: LUNCH IN A SNAP</p> <p>❖ Create a recipe book</p>	<b>Early Literacy</b>	<p><b>General Outcome 1: Explore thoughts, ideas, feelings and experiences</b></p> <p>1.1 Discover and Explore Express ideas and develop understanding</p> <p><input type="checkbox"/> Share personal experiences prompted by oral, print and other media texts</p> <p><b>General Outcome 2: Comprehend and respond personally and critically to oral print and other media texts</b></p> <p>2.4 Create Original Text Structure texts</p> <p><input type="checkbox"/> Draw, record or tell about ideas and experiences</p> <p><b>General Outcome 4: Enhance the clarity and artistry of communication</b></p> <p>4.3 Present and Share Enhance presentation</p> <p><input type="checkbox"/> Use drawings to illustrate ideas and information, and talk about them</p>

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### Lesson 3: Food Makes Sense!

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#### Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Kindergarten Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

GETTING STARTED: PEEPHOLE!/ WATCH DVD  
EPISODE 3 “OPERATIONS: SUPER SNACKS”  
Health and Life Skills  
Physical Education  
Early Literacy  
Mathematics  
Environment and Community Awareness

LEARNING CENTRES  
ACTIVITY A: CRUNCH TEST  
Health and Life Skills  
Mathematics  
Early Literacy  
Environment and Community Awareness

ACTIVITY B: MYSTERY CAN  
Health and Life Skills  
Environment and Community Awareness

ACTIVITY C: SNIFF TEST  
Health and Life Skills  
Physical Education  
Mathematics  
Early Literacy  
Environment and Community Awareness

POWER SNACK: ICE CREAM IN A BAG  
Health and Life Skills  
Early Literacy

WRAP UP: SING A SONG/BIG BOOK OF SENSES  
Health and Life Skills  
Early Literacy  
Environment and Community Awareness  
Creative Expression

EXTENSION: TASTE TEST  
Early Literacy  
Environment and Community Awareness

FUN CORNER  
Early Literacy  
Environment and Community Awareness  
Creative Expression

HOME CONNECTION: FOODS FROM A TO Z  
Health and Life Skills  
Physical Education  
Early Literacy

ENERGY BLAST: SUPER PARACHUTE GAMES  
Physical Education  
Daily Physical Activity

# Health and Life Skills & Physical Education Kindergarten

## 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.

### CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 3 of the Kindergarten *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>GETTING STARTED: PEEPHOLE!/ WATCH DVD EPISODE 3 “OPERATIONS: SUPER SNACKS”</p> <ul style="list-style-type: none"> <li>❖ Sort foods into colour groups</li> <li>❖ Identify foods by characteristics</li> </ul> <p>LEARNING CENTRES</p> <p>ACTIVITY A: CRUNCH TEST</p> <ul style="list-style-type: none"> <li>❖ Conduct a crunch test</li> </ul> <p>ACTIVITY B: MYSTERY CAN</p> <ul style="list-style-type: none"> <li>❖ Identify foods using senses</li> </ul> <p>ACTIVITY C: SNIFF TEST</p> <ul style="list-style-type: none"> <li>❖ Sort food choices</li> </ul> <p>WRAP UP: SING A SONG/BIG BOOK OF SENSES</p> <ul style="list-style-type: none"> <li>❖ Create a class big book of senses</li> </ul> <p>POWER SNACK: ICE CREAM IN A BAG</p> <ul style="list-style-type: none"> <li>❖ Create a healthy snack</li> </ul> <p>HOME CONNECTION</p> <ul style="list-style-type: none"> <li>❖ Create a class alphabet food big book</li> </ul> <p>ENERGY BLAST: SUPER PARACHUTE GAMES [PHYSICAL EDUCATION OUTCOMES]</p>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</li> </ul> <p><b>Physical Education</b></p> <p><b>General Outcome B: Functional Fitness</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1</b> recognize appropriate nutritional habits [ACTIVITIES ONLY]</li> </ul> <p><b>General Outcome A: Activity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1</b> experience and develop locomotor skills through a variety of activities</li> <li><input type="checkbox"/> <b>3</b> experience and develop nonlocomotor skills through a variety of activities</li> <li><input type="checkbox"/> <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</li> </ul> <p><b>General Outcome C: Cooperation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>5</b> display a willingness to play alongside others</li> </ul> <p><b>General Outcome D: Do It Daily for Life</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1</b> show willingness to participate regularly in short periods of activity with frequent rest intervals</li> <li><input type="checkbox"/> <b>2</b> participate with effort in physical activities</li> <li><input type="checkbox"/> <b>3</b> show a willingness to listen to directions and simple explanations</li> <li><input type="checkbox"/> <b>5</b> experience moving safely and sensitively through all environments; e.g., movement activities</li> </ul>











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### Lesson 4: Food and Me

#### Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Kindergarten Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

##### GETTING STARTED: ACTIVE KIDS

Health and Life Skills  
Physical Education  
Early Literacy

##### EXTENSION: GROCERY STORE PLAY CENTRE

Health and Life Skills  
Early Literacy  
Mathematics

##### LEARNING CENTRES

###### ACTIVITY A: SNACKS FOR ME!

Health and Life Skills  
Early Literacy

##### HOME CONNECTION: QUILTING BEE

Health and Life Skills  
Early Literacy  
Creative Expression

###### ACTIVITY B: GOOD FOR ME! LITTLE BOOK

Health and Life Skills  
Physical Education  
Early Literacy

##### ENERGY BLAST: GET ENERGIZED!

Physical Education  
Daily Physical Activity

###### ACTIVITY C: HOW HEAVY IS MY HEALTHY SNACK?

Health and Life Skills  
Mathematics  
Early Literacy

##### POWER SNACK: BLEND A SMOOTHIE

Health and Life Skills  
Early Literacy

##### WRAP UP: SUPER POWER UTILITY BELT

Health and Life Skills  
Early Literacy  
Creative Expression

# Health and Life Skills & Physical Education Kindergarten

## 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!

### CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta curriculum outcomes that are supported by the instructional activities in Lesson 4 of the Kindergarten *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>GETTING STARTED: ACTIVE KIDS</p> <ul style="list-style-type: none"> <li>❖ Identify healthy foods and activities</li> </ul> <p>LEARNING CENTRES</p> <p>ACTIVITY A: SNACKS FOR ME!</p> <ul style="list-style-type: none"> <li>❖ Identify food from picture cards</li> </ul> <p>ACTIVITY B: GOOD FOR ME! LITTLE BOOK</p> <ul style="list-style-type: none"> <li>❖ Complete sentence stems about eating habits and healthy activities to make a little book</li> </ul> <p>ACTIVITY C: HOW HEAVY IS MY HEALTHY SNACK?</p> <ul style="list-style-type: none"> <li>❖ Weigh and compare foods</li> </ul> <p>POWER SNACK: BLEND A SMOOTHIE</p> <ul style="list-style-type: none"> <li>❖ Create a healthy snack</li> </ul> <p>WRAP UP: SUPER POWER UTILITY BELT</p> <ul style="list-style-type: none"> <li>❖ Select and display healthy food and activity choices</li> </ul> <p>EXTENSION: GROCERY STORE PLAY CENTRE</p> <ul style="list-style-type: none"> <li>❖ Organize and group healthy foods in a grocery store play centre</li> </ul> <p>HOME CONNECTION: QUILTING BEE</p> <ul style="list-style-type: none"> <li>❖ Depict healthy food choices by selecting visuals for a food quilt</li> </ul> <p>ENERGY BLAST: GET ENERGIZED! [PHYSICAL EDUCATION OUTCOMES]</p>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>W-K 5</b> recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</li> <li><input type="checkbox"/> <b>W-K.1</b> describe ways, and make choices, to be physically active daily</li> </ul> <p><b>Physical Education</b></p> <p><b>General Outcome B: Functional Fitness</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1</b> recognize appropriate nutritional habits [ACTIVITIES ONLY]</li> </ul> <p><b>General Outcome A: Activity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1</b> experience and develop locomotor skills through a variety of activities</li> <li><input type="checkbox"/> <b>3</b> experience and develop nonlocomotor skills through a variety of activities</li> <li><input type="checkbox"/> <b>8</b> experience movement to respond to a variety of stimuli; e.g., music</li> </ul> <p><b>General Outcome C: Cooperation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>5</b> display a willingness to play alongside others</li> </ul> <p><b>General Outcome D: Do It Daily for Life</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1</b> show willingness to participate regularly in short periods of activity with frequent rest intervals</li> <li><input type="checkbox"/> <b>2</b> participate with effort in physical activities</li> <li><input type="checkbox"/> <b>3</b> show a willingness to listen to directions and simple explanations</li> <li><input type="checkbox"/> <b>4</b> participate in safe warm-up and cool-down activities</li> <li><input type="checkbox"/> <b>5</b> experience moving safely and sensitively through all environments; e.g., movement activities</li> <li><input type="checkbox"/> <b>6</b> participate in a class activity with a group goal; e.g., walk a predetermined distance</li> </ul>



ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
		<p><b>problems.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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>POWER SNACK: BLEND A SMOOTHIE</p> <ul style="list-style-type: none"> <li>❖ Create a healthy snack</li> </ul>	<p><b>Early Literacy</b></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><input type="checkbox"/> Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing</li> </ul>
<p>WRAP UP: SUPER POWER UTILITY BELT</p> <ul style="list-style-type: none"> <li>❖ Select and display healthy food and activity choices</li> </ul>	<p><b>Early Literacy</b></p>	<p><b>General Outcome 1: Explore thoughts, ideas, feelings and experiences</b> 1.1 Discover and Explore</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Express ideas and develop understanding</li> </ul> <p>1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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> 2.1 Use Strategies and Cues</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use prior knowledge</li> <li><input type="checkbox"/> Connect oral language with print and pictures</li> </ul> <p><b>General Outcome 3: Manage ideas and information</b> 3.3 <i>Organize, Record and Evaluate</i> <i>Organize information</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Categorize objects and pictures according to visual similarities and differences</i></li> </ul>
	<p><b>Creative Expression</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> uses imagination creatively in dramatic play; e.g., story, puppets, role play and mime</li> </ul>
<p>EXTENSION: GROCERY STORE PLAY CENTRE</p> <ul style="list-style-type: none"> <li>❖ Organize and group healthy foods in a grocery store play centre</li> </ul>	<p><b>Early Literacy</b></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><input type="checkbox"/> Categorize objects and pictures according to visual similarities and differences</li> </ul>
	<p><b>Mathematics (2007)</b></p>	<p><b>Strand: Number</b> <b>General Outcome: Develop number sense.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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><input type="checkbox"/> 2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 5 objects or dots. [C, CN, ME, V]</li> <li><input type="checkbox"/> 3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]</li> <li><input type="checkbox"/> 5. <i>Compare quantities 1 to 10, using one-to-one correspondence.</i> [C, CN, V]</li> </ul>
<p>HOME CONNECTION</p> <ul style="list-style-type: none"> <li>❖ Depict healthy food</li> </ul>	<p><b>Early Literacy</b></p>	<p><b>General Outcome 3: Manage ideas and information</b> 3.2 Select and Process Use a variety of sources</p>

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
choices by selecting visuals for a food quilt	<b>Creative Expression</b>	<input type="checkbox"/> Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos 3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Categorize objects and pictures according to visual similarities and differences <input type="checkbox"/> responds to and interprets visual images, by viewing natural forms, everyday objects and artworks