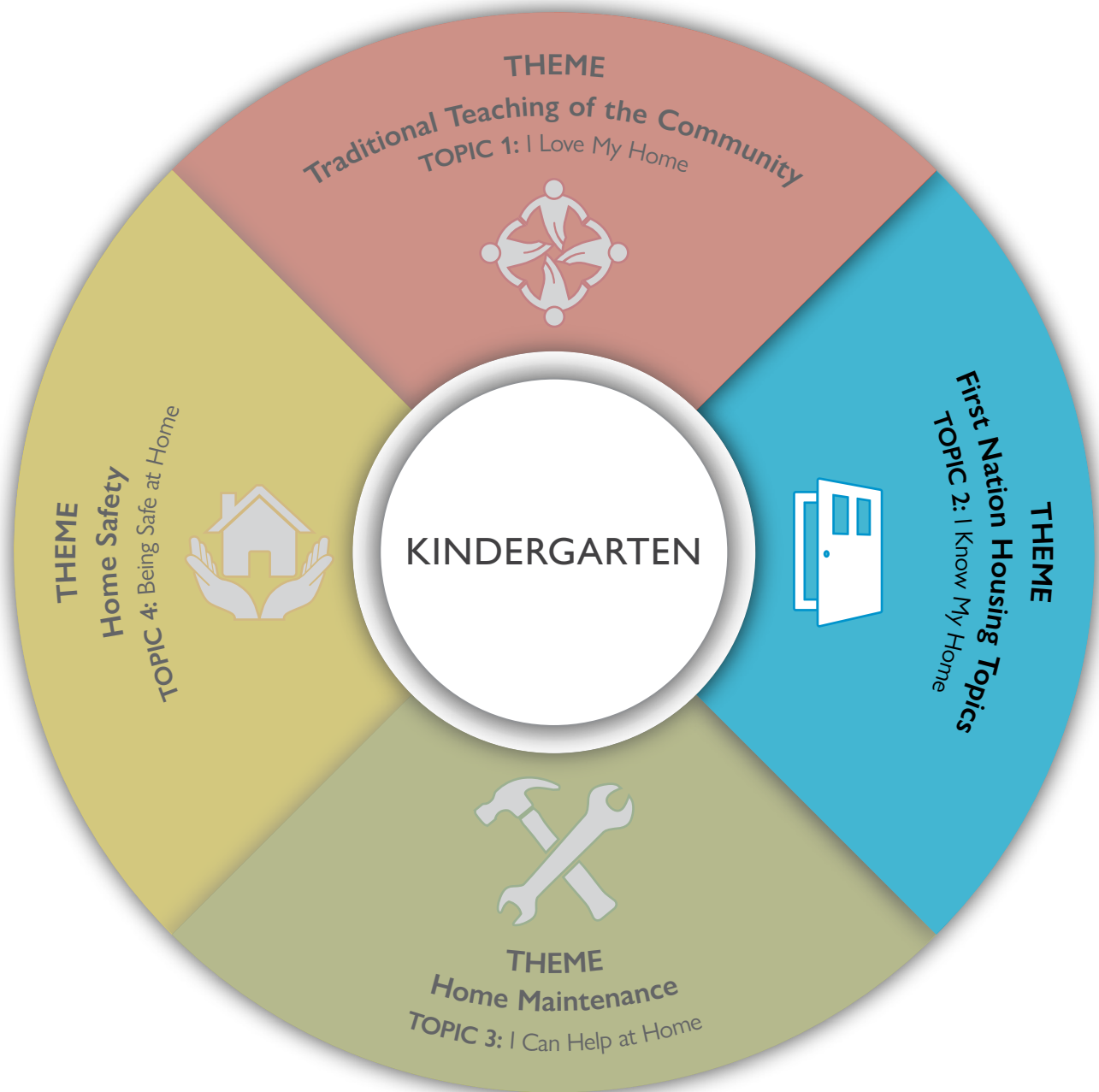




FIRST NATION HOUSING TOPICS

HOUSING TOPIC 2

I know my home



Inquiry question

- What does it mean to love my home?



| WNCP and Province | Curricular Outcomes by Province |
|--|---|
| Western and Northern Canadian Protocol | <p>Social Studies The land: places and people</p> <p>0-K-L-010 Describe characteristics of the local physical environment, including natural and constructed elements.</p> |
| Yukon Territory | <i>*Follows British Columbia's curriculum.</i> |
| Northwest Territories | <p>JK/K Curriculum Math</p> <ul style="list-style-type: none"> Group and pattern items in your home |
| Nunavut | <i>*Follows Alberta's curriculum.</i> |
| British Columbia | <p>Social Studies People, places and events in the local community and in local First Peoples communities</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none"> Natural and human-built characteristics of the local physical environment <p>Key question</p> <ul style="list-style-type: none"> What people, places or events are most significant to you? Is your list the same as your classmates' or family's? |
| Alberta | <p>Health and Life Skills Understanding and expressing feelings</p> <p>R–K.4 Identify and begin to demonstrate effective listening; for example, actively listen, respond appropriately.</p> |
| Saskatchewan | <p>Social Studies Dynamic relationships</p> <p>DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nation and Métis people.</p> |
| Manitoba | <p>Social Studies Landmarks in my community</p> <p>K3.1 K-KL-014 Describe the location of their home in relation to familiar landmarks. Include the name of their village, town, city or First Nation community.</p> |
| Ontario | <p>The Kindergarten Program</p> <p>5.2 Talk about events and retell, dramatize or represent stories or experiences that represent their own heritage and cultural background and the heritage and cultural backgrounds of others (traditions, cultural events, myths, Canadian symbols, everyday experiences).</p> |



| WNCP and Province | Curricular Outcomes by Province |
|---------------------------|---|
| Quebec | <p>Mathematics</p> <p>A. Natural numbers less than 1,000</p> <p>1. Counts or recites counting rhymes involving natural numbers</p> <p>a. Counts forward from a given number.</p> |
| Newfoundland and Labrador | <p>Social Studies</p> <p>Unit 3: Place</p> <p>K.3.1 Describe some of the natural and constructed features of their community.</p> |
| Prince Edward Island | <p>Social Studies</p> <p>Communication</p> <p>3.1 Begin to develop an awareness of their community.</p> |
| Nova Scotia | <p>Social Studies Primary</p> <p>Outcome 1: Demonstrate an understanding of themselves as unique and special.</p> |
| New Brunswick | <p>Social Studies</p> <p>Unit 4: Place and community</p> <p>K4.1 Describe and locate some of the natural and constructed features of their community.</p> |

Note: All outcomes address the KMH housing topic. The list of provincial curricular outcomes and relevant indicators is provided.



Lesson K.2

HOUSING TOPIC K.2

I know my home

INQUIRY QUESTION

What does it mean to love my home?

HOUSING TOPIC DESCRIPTION

Children can explore the many aspects of home by understanding what it is and recognizing its key elements.

LESSON OUTCOME

By the end of this lesson, learners will be able to identify some elements of their home.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

- *The inquiry question is an overarching question that can be asked at the beginning and revisited throughout the unit.*
 - *Learners need to connect Keeper of My Home content to the nation/community and to themselves. The traditional teachings and values related to housing must be sought out locally, brought into the school and used as a lens for approaching the remaining topics.*
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MATERIALS

1. Access to a computer and printer
2. My House activity
3. Suggested Activity: Talking circle special item



PROCEDURE

1. Print and distribute the **My House** activity sheet.
2. Have learners record the number of bedrooms and windows in their home, along with its colour.
3. Display their work on a bulletin board or wall.



KMH e-learning option: Have learners explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

SUGGESTED ACTIVITY, FOR ADDITIONAL LEARNING

Gather learners in a circle and introduce the talking circle, explaining that only the person holding a special item, such as a rock, may speak. Guide the discussion with questions that encourage them to reflect on their homes, such as what they love about them, how many bedrooms and windows they have, the color of their house, and their favorite part of it. This activity helps learners share their personal experiences while listening and learning from one another.