



## Guide to Kindergarten Learning Calendar January 4-8, 2020

This package is provided to families of FDK students who are unable to access a device for at home, Remote learning, for the week of January 4-8. Each day's activities are divided according to the four frames of the Ontario Kindergarten Program, 2016 :

### Belonging and Contributing

This frame involves children gaining a sense of connectedness to others. It involves them developing an understanding of their relationships to others (peers and adults), groups (the classroom), their community and the natural world.

### Problem Solving and Innovating

This frame involves children exploring their world by engaging their mind, senses and body. Children will attempt to make meaning of the world by asking questions, testing theories, solving problems to develop creative and analytical thinking skills

### Demonstrating Literacy and Mathematic Behaviours

This frame focuses on children learning to use language as a tool, think critically and begin the initial stages of readiness skills. It also focuses on concepts of numbers and the ability to access, manage and evaluate information.

### Self-Regulation and Well-Being

This frame involves children developing the ability to regulate their emotions, adapt to distractions, assess consequences of their behaviour and establish an overall sense of strong physical and mental health and wellness.

*Optional read together books are provided daily for those with internet access and can be accessed by clicking the link provided.*

Please reach out to your educator team if you have any questions regarding the content of the package.






## Monday

Focus: Friendship/Kindness

Optional Book To Read Together: [Best Friend Trouble](#) by Frances Itani

4 Frames	Learning Opportunities
<p><b>Belonging and Contributing</b></p>	 <p>Show the picture to your child. Give them time to study the picture carefully. Ask: “What is going on in this picture?” When they tell you their ideas, ask, “What makes you say that?” Extend their thinking by asking, “What else do you see?”, “Do they look like friends?”, “What makes a good friend?”, “How are you a good friend?” <i>Extension: Draw a picture showing being a good friend/showing kindness. Can you label your drawing?</i></p>
<p><b>Demonstrating Literacy and Mathematics Behaviour</b></p>	<p>Say or write down the names of 10 classmates from your class. Say your classmates’ names out loud. As you say the name try to jump the syllables (e.g., Sam = 1 jump, Gurpreet = 2 jumps). Can you do the same with the names of the members in your family? <i>Extension: Look around your home. Draw pictures of objects that have 2 syllables. On another page, draw pictures of objects that have 3 syllables.</i></p> <p>Set up a tea party for your stuffed animals, toys and/or family members. While the child is playing you might say: “You have 3 table settings, if you add one more how many will you have altogether?” After the child responds ask, “How do you know?” <i>Extension: Have child participate in a real cooking experience with real food. Use simple directions and have the child add ingredients and stir the ingredients. Use the real food at the tea party!</i></p>
<p><b>Problem Solving and Innovating</b></p>	<p>Can you build a home for one of your stuffed animals or toys? What materials will you need to build your home? (e.g., food containers, paper tubes, blocks and boxes). Make a list of items. Then, create a plan either by telling a grownup your plan or drawing how you will build your home with the materials you collected. Build your home! <i>Extension: After building the home you might ask: Tell me about your home. What would you do different next time? How could you make your home bigger/smaller/taller/wider?</i></p>
<p><b>Self-Regulation and Well-Being</b></p>	<p>Look in the mirror. Discuss what you see and the things that make you unique and special. Create movements based on different feelings. Ask your child how to move their body if they were sad, happy, upset, angry, excited, scared, nervous, sick, tired.</p> <p>Play “Head-Shoulders-Knees-Toes” to help your child learn and practice following instructions, thinking before they do an action, and staying calm/relaxed when things go wrong. Say “touch your head, shoulders, knees and toes”. Say the body part out loud when your child touches it. Do this again but in a different order (e.g., knees, head, shoulders, toes). Do this again but in a different order (e.g., toes, head, knees, shoulders). Try this again with a 3-5 more body parts. <i>Extension: have the child lead the game.</i></p>



## Tuesday

Focus: Nature

Optional Book To Read Together: Sticks and Stones by Phoebe McGuffee


4 Frames	Learning Opportunities
<p><b>Belonging and Contributing</b></p>	<p>Go outside or look out your window and draw a picture of a tree or an animal that you can see. Write a sentence describing what you see. <i>Extension: Talk or write about how we can look after living things in the world around us.</i></p>
<p><b>Demonstrating Literacy and Mathematics Behaviour</b></p>	<p>Take a walk or look out your window. Make a list or a tally of all of the different types of trees, birds and animals you see. <i>Extension: Draw a picture and label.</i></p> <p>Use stones, twigs or items around the home (e.g., coins, dry beans). Play a game of tic tac toe. Stop between or after the game and ask, “How many brown pinecones are there?”, “How many do we have in total?”, “How do you know?”</p> <div data-bbox="764 800 1089 1016" data-label="Image"> </div>
<p><b>Problem Solving and Innovating</b></p>	<p>Gather some natural materials like sticks, rocks and pinecones from your yard, outside or from a trail. Invite your child to use the materials to create a picture. Take a photo of their outdoor art.</p> <p>Create a homemade bird feeder with a grown up. What materials could you use? (e.g., toilet paper roll, stale bagel, pinecone or milk carton and peanut butter, cooking lard or fat). Have your child explore the building process as they work on problem solving skills and learn about birds and what they eat. Once the bird feeder is created and placed outside, engage your child by having them check on the feeder and observe what birds come to visit! <i>Extension: Create a list of the birds that came to visit, tally how many birds came to visit, draw a picture of your favourite bird, draw the bird feeder you created and label.</i></p>
<p><b>Self-Regulation and Well-Being</b></p>	<p>Loose parts play is a great way for children to use their imagination, work on fine motor skills, and explore different materials. Examples of loose parts might be plastic cups and lids, egg cartons, boxes, straws, pinecones and acorns, bubble wrap, paper tubes. Begin by gathering different items around your home (inside or outside) and then watch your child explore the items. This is a great way to engage in play with your child and see what ideas and themes they explore with the different items. Allow your child to lead the play and encourage them by asking questions or making observations (e.g., talk about shapes, colours, textures you notice, “Tell me about how you designed that?”, “What do you think you could do with these pinecones and acorns?”)</p>



## Wednesday

Focus: Our Environment

Optional Book To Read Together: Baby Animals Playing by Suzi Eszterhas

4 Frames	Learning Opportunities		
<p><b>Belonging and Contributing</b></p>	<p>Look around your home (inside or outside) and think about what you could take care of. Do you have a plant that you could water? A bird feeder to fill? A fish to feed? A dog to walk? A sibling to help get their shoes/boots on? Decide how you could take care of something and share your plan with an adult.</p>		
<p><b>Demonstrating Literacy and Mathematics Behaviour</b></p>	<p>Look at this pattern:  Discuss what you know about patterns. Then, go outside with a grown up and find items that you can use to make your own pattern, like twigs, acorns, or rocks. Tell your grownup about your pattern. What kind of pattern did you make? How do you know it is a pattern? Take a photograph of the pattern you created. <i>Extension: Make another pattern using different items, make your pattern longer, look for patterns in your environment (e.g., outside, books, photographs), draw and label your pattern.</i></p> <p>What letters and sounds can you hear in the words, “CAT”, “DOG” “BIRD”? Do you have any of these letters in your name? Practice writing these words using a crayon, a marker and a pencil. <i>Extension: Find items in your home that start with the letter C, D and B. Write a list of the items you found.</i></p>		
<p><b>Problem Solving and Innovating</b></p>	<p>Read the Lyrics to the <b>Going Green Song</b> or Listen to the Song on YouTube  <a href="https://www.youtube.com/watch?v=I08W6aTW4PE">https://www.youtube.com/watch?v=I08W6aTW4PE</a></p> <table border="1" data-bbox="344 1163 1511 1556"> <tr> <td data-bbox="344 1163 943 1556"> <p>I turn the faucet off when I am brushing my teeth                      I turn the lights off when I am going to sleep                      I use cold water to wash laundry                      I do all that I can to save energy                      Reduce, Reuse, Recycle                      I'm going green, I'm keeping the Earth clean                      I'm going green, I'm keepin' it, keepin' it clean                      I reuse rechargeable batteries again and again                      I shop at the thrift store to find a great bargain                      I take my bottles and cans and recycle them</p> </td> <td data-bbox="943 1163 1511 1556"> <p>We'll make a better world if we all join hands                      Reduce energy, water and waste                      Reuse what I can before I throw it away                      Recycle CD's and DVD's                      Newspaper, Junk Mail and Magazines                      Cell Phones, Cardboard and Old Machines                      I'm going green, would you go with me? Reduce,                      Reuse, Recycle                      I'm going green, I'm keeping the Earth clean                      I'm going green, I'm keepin' it, keepin' it clean!</p> <p><small><sup>1</sup> Source: <a href="#">Musixmatch</a> Songwriters: Mark Luchauer</small></p> </td> </tr> </table> <p>Circle any of the rhyming words that you see or hear. Look for any popcorn words (words that appear regularly in reading). Some examples are - <i>I, a, and, in, the, etc.</i>                      Talk about some of the things that you can do as a family to help the environment.</p>	<p>I turn the faucet off when I am brushing my teeth                      I turn the lights off when I am going to sleep                      I use cold water to wash laundry                      I do all that I can to save energy                      Reduce, Reuse, Recycle                      I'm going green, I'm keeping the Earth clean                      I'm going green, I'm keepin' it, keepin' it clean                      I reuse rechargeable batteries again and again                      I shop at the thrift store to find a great bargain                      I take my bottles and cans and recycle them</p>	<p>We'll make a better world if we all join hands                      Reduce energy, water and waste                      Reuse what I can before I throw it away                      Recycle CD's and DVD's                      Newspaper, Junk Mail and Magazines                      Cell Phones, Cardboard and Old Machines                      I'm going green, would you go with me? Reduce,                      Reuse, Recycle                      I'm going green, I'm keeping the Earth clean                      I'm going green, I'm keepin' it, keepin' it clean!</p> <p><small><sup>1</sup> Source: <a href="#">Musixmatch</a> Songwriters: Mark Luchauer</small></p>
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<p><b>Self-Regulation and Well-Being</b></p>	<p>Get outside! Spend some time in your yard, at the park, in your driveway or going for a walk with a family member. Play red light, green light! With a grown up, find a safe open space (e.g., a park, a sidewalk, a driveway). Stand on one side of the space. Listen to the instructions. The grown up will call out either green light or red light. For green light you will move your body towards the grown up. For red light, you will stand still. Continue until you catch up to the grown up. Take turns being the caller. <i>Extension: change your movement – hop, skip, crawl on a green light.</i></p>		



## Thursday

Focus: Helping Out

Optional Book To Read Together: Helping Out is Cool by Ellen Feinman Moss

4 Frames	Learning Opportunities
<p><b>Belonging and Contributing</b></p>	<p>Let's play 'Would you rather?' Would you rather clean your room or wash the dishes? Once you've decided, plan to do one of these activities by the end of the day. Tell a family member what you did to help. <i>Extension: Your friend wants to wash the dishes too. Write or draw out the steps to wash dishes (e.g., first fill the sink with water, then...).</i></p>
<p><b>Demonstrating Literacy and Mathematics Behaviour</b></p>	<p>Help a grown up with laundry! Can you sort the laundry items into different piles? You could ask "I wonder how we might sort the laundry?" Follow the child's lead and then ask, "how did you sort them?" (e.g., by size, colour, style). <i>Extension: What patterns do you notice? Can you find a big sock and a little sock? How many white/black socks can you find? Create a graph with the different laundry items and include how many of each item you have.</i></p> <p>Helping others is a good thing to do. Have you been helpful at home or at school? Discuss an example of a time you were helpful. Think about someone you know that has helped you. Why are they helpful? What did they do that was helpful? <i>Extension: Make this person a thank you card.</i></p>
<p><b>Problem Solving and Innovating</b></p>	<p>Your friend has lost their favourite toy. How will you help them to find it? How will you help them to feel better? <i>Extension: An adult in your family asks for your help to bake a cake. What do you know about baking? How could you help them? Draw a picture to show your thinking.</i></p>
<p><b>Self-Regulation and Well-Being</b></p>	<p>The zipper on your coat is broken and one of your boots is missing. How do you feel? Draw a picture to show your feelings and then talk about how you could solve the problem.</p> <p>Let's play freeze dance! In an open space (inside or outside), play music or sing a song. When the music stops you need to freeze (stop your body). Continue until the music ends or your body is tired! <i>Extension: come up with different ways to pose when the music stops (e.g., yoga pose, imitate an animal, lift one foot off the ground).</i></p>



## Friday

Focus: How Big? How Small? How Much?

Optional Book To Read Together: Monster Knows Numbers by Lori Capote

4 Frames	Learning Opportunities
<p><b>Belonging and Contributing</b></p>	<p>Go outside and find five items that are smaller than your hand and five items that are larger than your hand. Ask, “Do these items belong inside or outside?” and “What should we do with them?”</p> <p>Create a self-portrait with natural materials. During your time outside, collect various nature items (e.g. pebbles, sticks, fallen leaves). Use these items to create what you think your face might look like. Count how many items you used to make your eyes, nose, ears, mouth and hair. <i>Extension: Create a family portrait.</i></p>
<p><b>Demonstrating Literacy and Mathematics Behaviour</b></p>	<p>Find six objects in the kitchen that are different sizes. Arrange the objects in order from smallest to largest. Ask questions like, “How do you know this one is bigger/smaller?” or “Can you describe the largest and smallest object?”</p> <p>Let’s Measure! Find an item you can use to measure different objects around your home (e.g., a spoon, ruler, straw, stick). Can you find things that are smaller and bigger than your measuring tool? Make a list or draw pictures of the objects you measured. Circle the smaller objects. <i>Extension: Count how many smaller things you found. Record the number. Then, count how many bigger things you found and record the number. Which number is bigger?</i></p>
<p><b>Problem Solving and Innovating</b></p>	<p>Build a structure as tall as you are using toys and/or household objects. Discussion: “How did you get everything to stack together?”, “Did some pieces fit better than others? Why?” <i>Extension: Draw your structure, measure your structure, and tell a family member how you built your structure.</i></p> <p>Creating and participating in obstacle courses is a great way to explore materials, express creativity, engage in physical education, and create fun challenges. Can you build an obstacle course? What items could you use? (e.g., furniture, blankets, pillows, laundry basket). Take a grown up through your obstacle course. Do you need to make any changes? Why? <i>Extension: Write out the obstacle course instructions or draw your plan.</i></p>
<p><b>Self-Regulation and Well-Being</b></p>	<p>Make up a dance to your favourite song. Create two big dance moves (using arms and legs, for example) and two small dance moves (using hands and feet). Ask a family member to join you and dance to your favourite song using the moves you created.</p> <p>Count your breathing! This is a great strategy to help calm our bodies down and support the development of self-regulation. Breathe in for a count of 4, then pause to hold onto the breath for a count of 4, breathe out for a count of 4, and pause when the breath empties for a count of 4. For an even easier version, simply count your breath until you get to 10 (counting 1 on the inhale, 2 on the exhale, and so on). Then, start over at 1. <i>Extension: Can you teach a family member how to count their breathing?</i></p>