




## Kindergarten Learning Calendar January 11<sup>th</sup> to 22<sup>nd</sup>, 2021


### Week One

Monday	
Optional Read Aloud: <u>I Am Enough</u> By: Grace Bryers	
4 Frames	Learning Opportunities
<b>Belonging and Contributing</b>	<p><b>Question of the Day:</b> Discuss the daily question with someone in your home.</p> <p><i>What is one of your favourite things to do with your family? Explain why?</i></p> <p><i>What is something you would like to try or explore with your family? Explain why?</i></p>
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<div style="display: flex; align-items: flex-start;">  <div> <p><b>Let's Talk About It!</b></p> <p>Using the picture provided, share a story about what is happening in this picture with someone in your home. Use the following questions to add supporting details to your story: <i>What/Who do you see? What happened before this picture was taken? What do you think will happen next?</i> <b>Writing extension:</b> On a piece of paper, label and/or write a sentence to represent your story.</p> </div> </div> <p><b>Scavenger Hunt</b></p> <p>For this hunt you will need to find four pieces of paper. On each paper draw one shape (e.g., circle, square, triangle, rectangle). Can you write the name of the shape on the paper? Search your home (inside or outside) for objects that match each shape.</p> <p><b>Extension:</b> <i>Count how many objects you found for each shape (e.g., circle = 5). Write the number on the paper. Do this for all 4 shapes.</i></p>
<b>Problem Solving and Innovating</b>	<p><b>Guess that Food</b></p> <p>Collect, print, or draw pictures of foods and put them in a container. Pick foods that provide an appropriate level of challenge for the child. Ask the child to close their eyes and pull a picture out of the container. The other players look at the picture the child pulled from the container and then one person tapes the picture to the child's back without them seeing it (or places it face down on a surface). The child opens their eyes, and the other players begin to provide clues to the child, one at a time, about the food taped to their back. For example, if the picture is of a carrot, clues could include: The food is orange. The food is crunchy. The food is long. The food grows in the ground. The food is a vegetable. The child continues to ask for clues until they guess the food. Players take turns being the person to guess the food until all the foods have been guessed.</p> <p><b>Extension:</b> <i>Attach 3-5 food photos to a piece of paper using tape or glue. Label the food.</i></p>
<b>Self-Regulation and Well-Being</b>	<p><b>Puppets</b></p> <p>Find a safe and open play area with a grownup. Stand a safe distance apart from each other. The grownup will act as the "puppeteer" and you will act as the "puppet". The puppeteer will demonstrate and/or calls out a series of actions for the puppet to follow, such as:</p> <p>"I'm loosening strings!" (Puppets go loose and floppy)</p> <p>"I'm tightening strings!" (Puppets stretch right up with toes, arms, legs, and whole body)</p> <p>"I'm collapsing to the floor!" (Puppets "melt" to the floor in a heap)</p> <p>Create some other actions for the puppet to follow.</p> <p><b>Extension:</b> <i>The child could be the puppeteer and lead the game.</i></p>



## Tuesday

Optional Read Aloud: [I Wish You More](#) By: Amy Krouse Rosenthal

4 Frames	Learning Opportunities		
<b>Belonging and Contributing</b>	<p><b>Question of the Day:</b> Discuss the daily question with someone in your home</p> <p><i>If you could have three wishes, what would they be? Explain why you made that choice.</i></p>		
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Thumbs Up/Thumbs Down for Beginning Sounds</b></p> <p>This is a partner game that can be played with someone in your home. The grownup will read the list of words and the student will have to determine if the initial sound is the same. If it is, then it's a thumbs up. If the initial sounds are not the same, then thumbs down.</p> <p><b>Word Pairings:</b></p> <table border="1" data-bbox="342 743 1495 957"> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>▪ Map/Nap (down)</li> <li>▪ Climb/Clap (up)</li> <li>▪ Light/Sound (down)</li> <li>▪ Bed/Bike (up)</li> <li>▪ Play/Plane (up)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>▪ Book/Read (down)</li> <li>▪ Apple/Alligator (up)</li> <li>▪ Brown/Down (down)</li> <li>▪ Turtle/Talk (up)</li> <li>▪ Stick/Stamp (up)</li> </ul> </td> </tr> </tbody> </table> <p><b>Math and Playdough</b></p> <p> You will need a pair of dice* and playdough. Practice numbers by rolling two dice and recording the numbers on a sheet of paper (e.g., six dots = 6). Show your thinking by creating corresponding playdough balls. How many playdough balls do you have? Is it the same as the number on the dice? How many playdough balls do you have in total? Can you count to that number?</p> <p><b>Extension:</b> Roll the dice again and record the numbers on a sheet of paper. Repeat 5 times.</p> <p>*If you don't have dice at home, write numbers 1-6 on small pieces of paper, shuffle and flip a card to reveal the number.</p> <p>*if you don't have playdough you could make small balls with paper.</p>	<ul style="list-style-type: none"> <li>▪ Map/Nap (down)</li> <li>▪ Climb/Clap (up)</li> <li>▪ Light/Sound (down)</li> <li>▪ Bed/Bike (up)</li> <li>▪ Play/Plane (up)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Book/Read (down)</li> <li>▪ Apple/Alligator (up)</li> <li>▪ Brown/Down (down)</li> <li>▪ Turtle/Talk (up)</li> <li>▪ Stick/Stamp (up)</li> </ul>
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<b>Problem Solving and Innovating</b>	<p><b>Play with Water!</b></p> <p>With a grownup, fill up a bucket or sink with water. Find items (e.g., a funnel, measuring cups/spoons, sponges, small plastic toys, wash cloth, dish soap to make bubbles) that you could add to your water. Don't forget a towel for cleanup! Roll up your sleeves and explore how the water feels. During play you might ask "how does the water sound when you pour it?", "do your measuring cups hold the same amount of water?", "what did you find out when you put ___ in the water?".</p>		
<b>Self-Regulation and Well-Being</b>	<p><b>Look Up!</b></p> <p>Do you wonder how clouds are made? This short optional <a href="#">Cloud Video</a> shares information all about clouds (different types and names). Take some time to watch the sky. Look out a window in your home or look up during your outside time with a grownup. Can you spot different patterns? Or see different shapes?</p> <p><b>Extension:</b> Draw a picture of the clouds you saw. Label your drawing or write a sentence about your drawing.</p>		



## Wednesday

Optional Read Aloud: [Monster Knows Patterns](#) By: Lori Capote

4 Frames	Learning Opportunities
<b>Belonging and Contributing</b>	<p><b>Question of the Day:</b> Discuss the daily question with someone in your home</p> <p><i>Name five things that make you happy. Why did you choose these 5 things?</i></p>
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Go Fish!</b>  <b>Preparation:</b> From the following Kindergarten word list, write 10 high frequency words on cards: no, is, can, me, you, and, he, at, a, so, on, in, up, am, we, like, see, I, go, it, do, an, the, my, to. You will need two sets of words which creates a set of 20 cards. <b>Play</b> by dealing 4 cards to each player. The remaining cards are placed face down in the middle of the table. Player 1 asks another player if they have a word. If they have it, they give it to the player, if not they say, “Go Fish!” and the player selects a new card. If a match is made the player continues with their turn. The game finishes when one player has found a match for all their cards.</p> <p><b>Make Snowballs</b>            Make “snowballs” from paper (or any way you like). Set up a basket (e.g., laundry basket, box, large bowl) on the other side of the room. Begin to throw your snowballs into the basket. Count how many are in the basket and how many are not in the basket. Explain if you had more or less in the basket. Challenge yourself by moving the basket farther away  <b>Extension:</b> Write a number on a piece of paper and stick it to your basket. Try and throw that many snowballs into the basket. Look and see how many snowballs made it into the basket. How many more snowballs would you need to get to the number you posted on the basket? (e.g., you chose 10 but only got 6 snowballs in the basket. You would need to throw 4 more snowballs to get to the number 10).</p>
<b>Problem Solving and Innovating</b>	<p><b>Can you solve the mystery?</b>            View the <a href="#">Mystery Car in the Forest - Video</a>. The narrator explains that he went for a walk in the forest and found an old rusty car. Do you have a hypothesis? Think about the following questions: “How did the car get in the forest?”, “How old is the car?”, “How long has the car been in the forest?”. How do you know this? Share your thinking.  <b>Extension:</b> Create a story that would explain how the car ended up in the forest. Tell your story to someone in your home or draw a picture of the car in the forest and label.</p>
<b>Self-Regulation and Well-Being</b>	<p><b>Take 5</b>            Spread your hand and stretch your fingers out like a star. You can choose your left hand or your right hand. Pretend the pointer finger of your other hand is a pencil and imagine you are going to trace around the outline of your hand and fingers. Start at the bottom of your thumb and slide your finger up your thumb, pause at the top, and then slide your finger down the other side. Now, slide your pointer up your second finger, pause, and slide down the other side. Continue tracing your fingers up, pause, and down. Slide your finger slowly, watch your finger move and notice how it feels. Keep going until you have finished tracing your fifth finger (pinky). Now add some breathing. Breathe in through your nose and breathe out through your mouth. Remember to keep it slow and steady. Place your pointer finger at the bottom of your thumb and breathe in as you slide up. Breathe out as you slide down. Breathe in as you slide up your second finger and breathe out as you slide down. Keep going until you have finished tracing your fingers and you have taken five slow breaths. If the child dislikes the sensation of sliding their finger up and down their hand, try these ideas:</p> <ul style="list-style-type: none"> <li>▪ trace an outline of their hand on paper and they can trace their finger along the outline</li> <li>▪ stretch their fingers out like candles on a cake and slowly blow each candle out and tuck the finger into the palm</li> </ul>



## Thursday

Optional Read Aloud: [Giraffe Problems](#) By: Jory John

4 Frames	Learning Opportunities
<b>Belonging and Contributing</b>	<p><b>Question of the Day:</b> Discuss the daily question with someone in your home</p> <p><i>What is your favourite thing to do on a rainy day? What about on a sunny day?</i></p>
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Syllable the Room!</b>  <b>Preparation:</b> Label three pieces of paper: 1, 2, 3 (as headings for three piles)            Find objects within your home (e.g., pencil, toothbrush, spoon, marker, book, food item, etc.).            Pick up an object and say its name out loud. Next, clap the name with the syllables (e.g., pen-cil).            Lastly, sort the object into the correct syllable pile where it belongs (e.g., pen-cil = 2 syllables).            Sort the syllables of 10 objects around your home!</p> <p><b>Does it Sink or Float?</b>            With a grown up, fill up a bucket or large bowl with water. Find 10 objects that can be put into the water. Before you put the object in the water make a hypothesis (your best guess) if the object will sink or float. Drop the objects one at a time into the water to see what happens. Were you correct with your hypothesis? How do you know this?  <b>Extension:</b> On a piece of paper create a chart to document your findings. At the top of the page print the words "sink "and "float". List the objects under the correct word.</p>
<b>Problem Solving and Innovating</b>	<p><b>Sock Ball Games</b>  <b>Prepare your area for play.</b> Choose an area where there is enough space to roll, catch, toss and maybe kick. Remove breakable items. Chairs, couches, laundry baskets and boxes can be used as goals or targets in games. Only play games you can safely play in your space.  <b>Make a sock ball.</b> Roll and fold a pair of socks inside each other. For larger balls, use 3-4 pairs of socks. Adult socks work well. Get ready to play!</p> <p><u>Soccer</u></p> <ul style="list-style-type: none"> <li>▪ practice shooting on a goal (laundry basket laid on its side, a box, under a chair, etc.)</li> </ul> <p><u>Bowling</u></p> <ul style="list-style-type: none"> <li>▪ set up clean and empty milk containers, cans, plastic bottles, paper towel rolls, Lego, etc. as the pins</li> <li>▪ A grownup can show the player how to set up the pins or have the player try several configurations themselves</li> <li>▪ players can play alone or play against another (competing or cooperating)</li> </ul> <p><u>Basketball</u></p> <ul style="list-style-type: none"> <li>▪ practice shooting on a basket (laundry basket, cardboard box, laundry hamper, Rubbermaid or any other container turned upright</li> <li>▪ shoot from different distances</li> <li>▪ with more than one player, take turns and no blocking allowed</li> </ul> <p><u>Throw and Catch</u></p> <ul style="list-style-type: none"> <li>▪ stand apart and throw or toss to each other</li> <li>▪ as you improve, add some trick throws (under your leg, from behind your back, etc.)</li> </ul>
<b>Self-Regulation and Well-Being</b>	<p><b>About Me Tee</b>            Draw an outline of a t-shirt on a blank piece of paper or print an online template. Together, brainstorm positive words that can be used to describe people (e.g., smart, funny, kind, happy, hardworking, gentle). Ask the child what characteristic(s) they feel are most like them. Then, provide the child with the t-shirt template and have them write the characteristic(s) they chose and on the t-shirt template and design it. Help them with writing as needed. If available, provide</p>




a variety of art supplies to decorate the t-shirt template. **Extension:** *Do any family members or friends have the same characteristics as you? If yes, who? When you are feeling sad or angry with yourself how could you use the t-shirt you designed to help you with your feelings?*



## Friday

Optional Reading Aloud: The Rabbit Listened By: Cori Doerrfeld

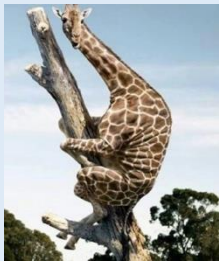
4 Frames	Learning Opportunities
<b>Belonging and Contributing</b>	<p><b>Question of the Day:</b> Discuss the daily question with someone in your home</p> <p><i>What is one thing you have never done but want to try? Where can you learn more about this?</i></p>
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Let's Play Bang!</b></p> <p>Customize your own word game. Write down 10 words that the child knows and 5 words that they do not know (they can be family names, sight words, etc.)</p> <ul style="list-style-type: none"> <li>▪ Here's what you'll need: an empty container, some blank pieces of paper cut into cards, and some markers.</li> <li>▪ Write down the 15 words on little cards</li> <li>▪ You'll also want to make up a few cards with the word "BANG!" on them.</li> </ul> <p><b>How to Play Bang!</b></p> <ol style="list-style-type: none"> <li>1. Players take turns reaching into the container and pulling out a card. If they can read the word aloud correctly, they get to keep the card. If the player is incorrect, the card goes back into the container.</li> <li>2. Continue taking turns, reading and collecting correctly answered cards.</li> <li>3. If you pull out a BANG! card, you must put your whole pile of cards back into the container!</li> <li>4. At the end of a specified length of time, whoever has the most cards is the winner!</li> </ol> <p><b>Optional: Measuring Rain and Snow</b></p> <p>Have you ever wondered how much it rains or snows where you live? Try this measuring idea. You will need a plastic bottle, marker, stones, a ruler or tape measure.</p>  <p>First, have a grownup cut off the top half of the plastic bottle (like the photo) or use a plastic container. Then, take the bottle outside and find a good spot for it. Add stones to the bottle so it doesn't blow over. Leave it outside and check regularly. When it does rain, or snow draw a line on the bottle to indicate how much rain or snow fell that day (you could write the day of the week too). Which day has more, and which day has less?</p> <p><b>Extension:</b> <i>Using your measuring tool measure how much liquid is in the bottle each day. How much total liquid is there? Can you find something in your home that is the same measurement? Can you find something that is bigger/smaller?</i></p>
<b>Problem Solving and Innovating</b>	<p><b>Treasure Hunt</b></p> <p>Using a basket, box, or a bag collect a variety of items in your home that are of interest to you. With a grownup check in cupboards, drawers, and closets.</p> <p><u>Some examples could include:</u></p> <ul style="list-style-type: none"> <li>▪ Sheets, towels, face cloths, blankets, napkins. These items could be used for building forts or dressing up.</li> <li>▪ Bowls, baking tins, eating utensils, mixing and serving utensils, funnels, sieve, canning jar rings, elastics, and aluminum foil. These items could be used for kitchen or cooking play. Add water for mixing and pouring. Add rags for cleaning play.</li> </ul> <p>Provide lots of uninterrupted time for the child to engage with the items. You might ask "do you have any ideas about how we might begin?", "tell me about your...", "I wonder what would happen if you tried ...", "how could you make that? (taller, wider, longer)", "how does that water sound when you pour it?", "what did you find out when you put ____ in the water?".</p>
<b>Self-Regulation and Well-Being</b>	<p><b>Listening Walk</b></p>



Take a walk in your neighbourhood. Find a spot to stop for a few minutes and listen together for sounds in nature. Talk about what you hear, smell, see and feel outdoors. Encourage deep breathing by breathing in to the count of 5, exhale to the count of 5. Repeat.



## Week Two

Monday	
Optional Read Aloud: <u>Little Pea</u> By: Amy Krouse Rosenthal	
4 Frames	Learning Opportunities
<b>Belonging and Contributing</b>	<p><b>Question of the Day:</b> Discuss the daily question with someone in your home</p> <p><i>What is your favourite season and what do you love about it? Poll your family members to find out what their favourite season is. Did anyone choose the same season as you?</i></p>
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Let's Talk About It!</b> Using the picture provided, share a story about what is happening in this picture with someone in your home. Use the following questions to add supporting details to your story: What/Who do you see? What happened before this picture was taken? What do you think will happen next?</p> <div style="display: flex; align-items: flex-start;">  <div> <p><b>Writing extension:</b> On a piece of paper, label and/or write a sentence to represent your story.</p> <p><b>Best Guess</b> Using a piece of paper try and estimate the following topics below. Make a chart and record your answer and the actual answer. How many socks are in your drawer? What is the length of your bed? How many mL of water can a small bowl in your cupboard hold? How many utensils are in the drawer? How many items are under your bed? How many writing utensils are in your kitchen?</p> <p><b>Extension/Reflection:</b> <i>What might help you estimate? How close did you come? What did help you know the answer? What will you remember from this experience?</i></p> </div> </div>
<b>Problem Solving and Innovating</b>	<p><b>Sock Ball Bocce</b> <b>Prepare your area for play.</b> Choose an area where there is enough space to roll or underhand toss. Remove breakable items. Set the game up based on the space you have. You can always move closer or further away to make it easier or harder. Place an empty and clean object inside the middle of a circle. Object is a bottle or something to knock over like Lego tower, clean and empty milk containers, cans, plastic bottles, paper towel rolls, etc. Use a string, cord, towel or something to make a circle. Place a marker to show where to toss from (a cup, a toy, a hat, a coin, etc.). Decide on a score that will win the game.</p> <p><b>Make sock balls.</b> Roll a sock inside itself to make a ball. You can also use small stuffed toys.</p> <p><b>Play!</b> Taking turns, each player tosses from behind the marker. Points are awarded each round.</p> <p><u>Points:</u></p> <ul style="list-style-type: none"> <li>1 point if neither player gets it the circle but has a sock ball that is the closest to the bottle</li> <li>2 points for getting it in the ring</li> <li>3 points for knocking the bottle down</li> </ul> <p>Play until someone reaches a score you decide upon before starting. Or play with no score and have a winner every round. Or just play for fun!</p> <p><b>Extension:</b> <i>Play with 4 balls and 4 turns each round. Alternate turns. Reset pin between turns if necessary.</i></p>
<b>Self-Regulation and Well-Being</b>	<p><b>Dinner, Dinner, Dinner</b> Collect old magazines, flyers, printed or drawn pictures of healthy foods. Draw three plates on a piece of paper. Explain that they will use the pictures to create three different dinner meals for the family using foods from each food category (whole grain foods, protein foods, and fruits/vegetables). The child will cut out their chosen healthy food items and glue, tape or place</p>





them onto the plates. When complete, review the meals they made and ask the child to describe their meals and discuss why it is important to eat foods from each food category.

**Extension:** *You can make one of the meals for dinner if the ingredients are available. From the three you made, which meal is your favourite? Why? Make meals for breakfast lunch and dinner.*



## Tuesday

Optional Read Aloud: Duck! Rabbit! By: Amy Krouse Rosenthal

4 Frames	Learning Opportunities
<b>Belonging and Contributing</b>	<p><b>Question of the Day:</b> Discuss the daily question with someone in your home</p> <p><i>What superpower would you like to have and why? Where could you use this superpower? When could you use this superpower? How will others know you have this superpower?</i></p>
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Rhyming Sing Song</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><a href="#">Down by the Bay (Song by Raffi)</a></p> <p>Down by the Bay            Where the watermelons grow            Back to my home I dare not go            For if I do my mother will say            Have you ever seen a <b>goose</b> kissing a <b>moose</b>?            Down by the bay</p> </div> <p>Continue to sing the song and develop new rhyming words or use these suggestions:            Whale - with a polka dot tail, Fly - wearing a tie, Bat - flying on a mat, Dog - sailing on a log, Bear - blow drying his hair, Llamas - wearing striped pajamas, Goat - driving a boat.</p> <p><b>Home for a Bear</b> (or favourite toy, animal, character)            Gather empty grocery boxes (cereal, crackers etc.), shoe boxes, or small baskets. Can you make a home for your bear? If available, use masking tape or glue to help with building. Have a discussion about how many boxes you are using, the number of sides and corners on the boxes. Think about other items that could be used to add to your bear's home. Discuss where the bear is in relation to the home (e.g., in front of, behind, inside, on top of, beside).</p>
<b>Problem Solving and Innovating</b>	<p><b>Ramp It Up!</b>            Ramps help children gain experience with force and motion. With the help of a grownup, locate planks of wood, or long pieces of cardboard (e.g., cereal boxes, broken down cardboard boxes). This will be your ramp. Then, build a platform (e.g., pillows, smaller boxes, chair or couch) to hold up your ramp. Use balls, toy cars, or things that roll or move from around your home to understand how your ramp works. Try moving your ramp higher or lower. What happened?  <b>Extension:</b> <i>Explore differences in speed and distance. Make a guess about which objects will move faster, slower, or farther. Write down your findings. Were your guesses correct? How do you know this? What could you do differently to get a different result?</i></p>
<b>Self-Regulation and Well-Being</b>	<p><b>Let's Pretend!</b>            Either indoors or outdoors, pretend to be different animals with the child. Try to imitate the movements of different animals to practice coordination and balance. Hop on all fours like a frog and say "ribbit-ribbit-ribbit" or bend your knees, walk with your legs far apart, and swing your arms like a chimpanzee, stretch like a giraffe or jump like a kangaroo.</p> <p><b>Let's practice how to calm our body.</b> Take a deep breath in and like you're smelling a beautiful flower. Breathe out like you're blowing out candles on a cake. Does your belly fill up with air? Do you feel your body calming? Repeat breathing until you feel calm.</p>



## Wednesday

Optional Read Aloud: Love Is By: Diane Adams

4 Frames	Learning Opportunities
<b>Belonging and Contributing</b>	<p><b>Question of the Day:</b> Discuss the daily question with someone in your home</p> <p><i>If you were responsible for the meals for your family, what would you serve for breakfast, lunch and dinner?</i></p>
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Concentration</b></p> <p><b>Preparation:</b> From the following Kindergarten word list, write 10 high frequency words on cards: no, is, can, me, you, and he, at, a, so, on, in, up, am, we, like, see, I, go, it, do, an, the, my, to. You will need two sets of words which creates a set of 20 cards.</p> <p><b>Play!</b> Place cards face down on a table (start with a small number of words and increase slowly). Each player turns over two words and reads them. If a match is made the player keeps the cards and gets another turn. Play until all the cards have been collected.</p> <p><b>What's Missing?</b></p> <p>With a grownup, collect 5-15 small items inside (e.g., toy, spoon, spatula, shoe, sock, mitten) and/or outside (e.g., stick, acorn, stone). Find a space where you can sit and spread the items out in front of you. Note: the more items used the more difficult the game. Take a few minutes to memorize the items and then cover your eyes. The grownup will remove one of the items and then you can uncover your eyes. What item was removed? Take a guess! Put the missing item back and play again.</p> <p><b>Extension:</b> Remove two or three items at a time and guess what is missing.</p>
<b>Problem Solving and Innovating</b>	<p><b>Transient Art</b></p> <p>Collect small items (e.g., buttons, pebbles, pieces of yarn or string), cardboard or paper, scissors (if needed), a measuring tool (e.g., ruler), pencil and an empty photo frame with no glass (or use sticks to make a frame shape). With these items create a design, a picture, or a pattern using the frame as your space to work. Items in the picture can be reused to make new designs, pictures or patterns.</p> <p><b>Extension:</b> Draw what you created. Label with a title or a sentence telling others about your art.</p>
<b>Self-Regulation and Well-Being</b>	<p><b>Bedtime</b></p> <p>Have a conversation with the child on the importance of quality sleep (For example, helps your brain develop, gives your muscles a needed rest, helps your body grow, helps you concentrate, etc.). Explain that part of quality sleep can involve having a bedtime routine to help your body wind down and know it is time to sleep. Together, brainstorm all the things you think can contribute to a positive bedtime routine (e.g., setting a time each night to unwind and get ready for bed, limiting blue lights from screens one hour before bed, going to bed at the same time every night, spending time doing a quiet activity like reading, having a nutritious snack, etc. Invite the child to create a bedtime routine for quality sleep. Explain that a routine is a sequence of actions or steps. Ask the child to write their routine on a piece of paper and support with writing as needed. If the child already has a bedtime routine, encourage them to write it down. Review the bedtime routine together and discuss if there are any other things to add or consider. Post the routine where the child can see it and follow it at bedtime.</p> <p><b>Extension/Reflection:</b> Do you think your bedtime routine is the same or different than other kids your age? Why? How do you think your bedtime routine will change as you get older?</p>



## Thursday

Optional Reading Aloud: [The Day the Crayons Quit](#) By: Drew Daywalt

4 Frames	Learning Opportunities		
<b>Belonging and Contributing</b>	<p><b>Question of the Day:</b> Discuss the daily question with someone in your home</p> <p><i>If you could have one animal as a pet, what would it be?</i></p>		
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Thumbs up/Thumbs Down</b></p> <p>Review the concept of rhyme as “words that sound alike”. Give an example, such as “bike and hike” rhyme, but “bike and banana” do not rhyme. Say two words; some rhyme and some will not. The students must decide — “thumbs up” for rhyming or “thumbs down” for not rhyming. Choose from the following word list:</p> <table border="1" data-bbox="354 716 1414 894"> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>▪ Cats/Dogs</li> <li>▪ Snail/Pail</li> <li>▪ Bear/Tear</li> <li>▪ Shark/Bat</li> <li>▪ Grape/Ape</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>▪ Rug/Room</li> <li>▪ Sail/Pail</li> <li>▪ Robot/Picnic</li> <li>▪ Log/Dog</li> <li>▪ Socks/Rocks</li> </ul> </td> </tr> </tbody> </table> <p><b>Air Power</b></p> <p>Gather a variety of items that you think you can blow with your mouth or through a straw. Some suggestions could be a feather, a marble, tinfoil rolled up into a ball, ping pong ball, pom pom, and/or a piece of sponge. Set up the materials on a table or in a safe space on the floor. Before starting ask the child to predict which item they feel they could move the farthest with one blow from their mouth or through the straw. Try with each of the items you gathered. Compare which went farthest and which stayed closest to your items.</p> <p><b>Extension:</b> <i>Set up a finish line a distance away. Guess how many blows it will take to move a certain item across the finish line. Try with all the items and record your findings. Compare the results.</i></p>	<ul style="list-style-type: none"> <li>▪ Cats/Dogs</li> <li>▪ Snail/Pail</li> <li>▪ Bear/Tear</li> <li>▪ Shark/Bat</li> <li>▪ Grape/Ape</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rug/Room</li> <li>▪ Sail/Pail</li> <li>▪ Robot/Picnic</li> <li>▪ Log/Dog</li> <li>▪ Socks/Rocks</li> </ul>
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<b>Problem Solving and Innovating</b>	<p><b>What’s Inside?</b></p> <p>Go on a “search and find” with someone in your home. Look for household items and put them in a bag, box or sock. Some items might include: a hairbrush, comb, kitchen utensil, soap, toys, fruits, vegetables. What’s inside? Begin to take turns with someone in your home first by feeling the item (without looking) and then guessing what it is. Was your guess correct? If so, how did you know what the item was?</p>		
<b>Self-Regulation and Well-Being</b>	<p><b>Hop and Jump!</b></p> <p>Find a spot in your home to start (e.g., front door of your home, bedroom door). Stand still and decide where you want to go next (e.g., bathroom, bedroom, kitchen). Begin jumping on two feet to get to your destination. When you get there tell someone in your home how many jumps it took to get there. Try a new destination! How many jumps did that take?</p> <p><b>Extension:</b> <i>Hop on one foot from one destination to another. How many hops did it take to get there? Try and count by 2’s as you hop or jump to your next destination.</i></p>		



## Friday

Optional Reading Aloud: Anything is Possible By: Guilia Belloni

4 Frames	Learning Opportunities									
<b>Belonging and Contributing</b>	<p><b>Question of the Day:</b> Discuss the daily question with someone in your home</p> <p><i>What do you want to be when you grow up?</i></p>									
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>If You Think You Know This Word</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Sing this song to the tune of “If You’re Happy and You Know It”</b></p> <p>If you think you know this word, shout it out!</p> <p>If you think you know this word, shout it out!</p> <p>If you think you know this word, then tell me what you’ve heard</p> <p>If you think you know this word, shout it out!</p> </div> <p>Tell the child a segmented word sound by sound such as c-a-t. The child will blend the sounds together to discover the mystery word. Continue to practice three sound words from the suggested list:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>s-u-n</td> <td>w-e-b</td> <td>s-o-ck</td> </tr> <tr> <td>r-a-t</td> <td>m-oo-n</td> <td>h-o-t</td> </tr> <tr> <td>b-u-s</td> <td>d-o-ll</td> <td>d-o-g</td> </tr> </table> <p><b>Write and Use a Recipe</b></p> <p>Invite the child to help make a simple snack (e.g., fruit salad, dry cereal mix, toast). Work together to write out a recipe for this snack using words and pictures. Then follow the recipe to make the snack. You might discuss the numbers in the recipe (e.g., 1 cup of cereal or 5 grapes), different measurements (e.g., tablespoon, teaspoon, cup) and quantity (e.g., 1 cup + 1 cup = 2 cups). Enjoy your snack.</p>	s-u-n	w-e-b	s-o-ck	r-a-t	m-oo-n	h-o-t	b-u-s	d-o-ll	d-o-g
s-u-n	w-e-b	s-o-ck								
r-a-t	m-oo-n	h-o-t								
b-u-s	d-o-ll	d-o-g								
<b>Problem Solving and Innovating</b>	<p><b>What is it?</b></p> <p>Provide the child with a piece of paper with a circle, zig zag or some combination of lines or shapes and ask them to use their creative brain to finish the picture in an interesting way. If possible, provide a variety of coloured pencils or markers or art materials.</p> <p>You might ask “what can you tell me about your design?”, “where did you get the idea?”, “what title would you give this picture?”.</p>									
<b>Self-Regulation and Well-Being</b>	<p><b>As If</b></p> <p>Stand in an open space. Try and do each activity for 10-15 seconds.</p> <p>A grownup will read the action:</p> <ul style="list-style-type: none"> <li>▪ jog in place <b>as if</b> a big scary bear is chasing you</li> <li>▪ walk forward <b>as if</b> you’re walking through chocolate pudding</li> <li>▪ jump in place <b>as if</b> you are popcorn popping</li> <li>▪ reach up <b>as if</b> grabbing balloons out of the air</li> <li>▪ march in place and play the drums <b>as if</b> you are in a marching band</li> <li>▪ paint <b>as if</b> the paint brush is attached to your head</li> <li>▪ swim <b>as if</b> you are in a giant pool of Jell-O</li> <li>▪ move your feet on the floor <b>as if</b> you are ice skating</li> <li>▪ shake your body <b>as if</b> you are a wet dog</li> </ul> <p><b>Extension:</b> Can you create your own sentence and ask a family member to try it out? Draw your favourite action and label.</p>									