




## Kindergarten Learning Calendar April 26<sup>th</sup> to April 30<sup>th</sup>

Monday	
Optional Read Aloud: <u>Do Frogs Drink Hot Chocolate?</u> By: Etta Kaner	
4 Frames	Learning Opportunities
<b>Belonging and Contributing</b>	<p><b>Picture of the Day:</b> Take a minute to look at the photo. With someone in your home discuss: What is happening in the photo? What makes you say that?</p> 
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Spring Words</b> After taking a walk with a grownup, or when looking out a window in your home, what are some words you can think of to describe spring in Canada? (e.g., warm, wet, windy, cloudy, sunny). What are some activities we can do in the spring? (e.g., walk, ride a bike, play at the park, fly a kite) <b>Extension:</b> <i>Can you write the letters that these spring words start with? Can you try to write part of the word or the whole word?</i></p> <p><b>Name Numbers</b> Write your name with the help of a grownup or write your name yourself. How many letters are in your name? Are there more than 10 letters? Less than ten letters? What about your second name or last name? Are there more than 10 letters? Less than ten letters? Does your first name have more letters than your second name? <b>Extension:</b> <i>Can you count to 10? Can you write these numbers? Can you trace these numbers? Can you count to 20? Can you write these numbers?</i></p>
<b>Problem Solving and Innovating</b>	<p><b>Feel like Dancing?</b> <i>*Note: only select shapes and movements you feel most comfortable with and have room to try.</i> Dancers often use different parts of their body to tell a story. They connect the speed and beat of the music to the shape they make. A twisted, tight, curled up shape might be used to show someone is sad. A big, open star shape might be used to show someone is happy. Try out these shapes.</p> <ul style="list-style-type: none"> <li>★ Can you create a shape or movement to show emotions and feelings? Make a shape or movement to show someone who is scared, someone who is angry, someone who is surprised. Additional ideas could include disappointed, exhausted, excited, embarrassed, upset, brave, etc.</li> <li>★ Can you make your body big, small, and medium in size? Can you make shapes using your whole body? Can you make shapes with one body part at a time?</li> </ul> <p>What can you get different parts of your body to do? Can you move quickly, slowly or even in a pattern like: slowly, quickly, slowly, quickly?</p>

	<p><b>Extension:</b> Now that you have tried making shapes with different parts of your body and moving at different speeds, can you choose your 3 favourite moves and connect them together? Try them with music.</p>
<p><b>Self-Regulation and Well-Being</b></p>	<p><b>Mind Bubbles</b></p> <ol style="list-style-type: none"> <li>1. Sit with your back straight and your body relaxed.</li> <li>2. Imagine you are holding a bubble wand.</li> <li>3. Breathe in deeply, then breathe out as if you are blowing a bubble through the bubble wand.</li> <li>4. Breathe in again and notice your worry. Imagine what it looks like.</li> <li>5. Breathe out and blow your worry through your bubble wand. Imagine it forming a bubble.</li> <li>6. Imagine the bubble pops and disappears.</li> <li>7. Keep blowing out worries until you feel ready to go on with your day.</li> </ol> <p><b>Extension:</b> Try this with a real bubble wand and bubbles.</p>


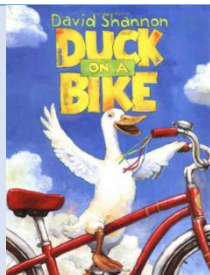
## Tuesday

Optional Read Aloud: Nathan Saves Summer By: Gerry Renert

4 Frames	Learning Opportunities	
<b>Belonging and Contributing</b>	<p><b>Picture of the Day:</b> Take a minute to look at the photo. With someone in your home discuss: What is happening in the photo? What makes you say that?</p>	
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Musical Letters</b></p> <p>Find a few pieces of paper and something to print with. Using scissors, cut (or tear) the paper into pieces. On each of the pieces print one letter or have a grown up write the letters you tell them to. Use a mix of letters, but there is no need to use all twenty-six. In a room with a lot of space, scatter the letters. Next, you will need music (play on the tv, radio, or sing). Take turns with someone playing this game. Play the music and move and groove. Pause the music and CALL out a letter. Find the letter that is called and stand on it.</p> <p><i><b>Extension:</b> What is a word you can think of that starts with this letter?</i></p>	 <p><b>What Math Do You See?</b> When you look at the image of different coloured candy pieces what do you notice? Child might discuss what they know about patterns, shapes, numbers, colours.</p>
<b>Problem Solving and Innovating</b>	<p><b>I am an Innovator</b></p> <p>An innovator is like an inventor. Talk to someone in your home about something you would want to invent to help you or someone else. Maybe you could invent a different way to get to school? Can you be an innovator? Before you start you will need a plan. Start off by printing, "My innovation ideas" at the top of a piece of paper. Then, draw a picture of what you would invent. Can you label your picture? Share your work with someone in your home.</p>	
<b>Self-Regulation and Well-Being</b>	<p><b>The Five Senses</b></p> <p>Seeing, hearing, smelling, tasting, touching, and feeling are the five senses. We use these five senses to learn about the world and what is happening around us. Take a walk around your home (inside and/or outside).</p> <ul style="list-style-type: none"> <li>▪ What do you notice?</li> <li>▪ What can you hear?</li> <li>▪ What can you smell?</li> <li>▪ What can you touch?</li> </ul>	



## Wednesday

Optional Read Aloud: Little Boy By: Alison McGhee

4 Frames	Learning Opportunities							
Belonging and Contributing	<p><b>Picture of the Day:</b> Take a minute to look at the photo. With someone in your home discuss: What is happening in the photo? What makes you say that?</p>							
Demonstrating Literacy and Mathematics Behaviour	 <p><b>Story Predictions</b> Look at the picture (see image). Make a prediction about what you think the book is about. How do you know that? What do you think happens next? How do you think the story ends? <b>Extension:</b> <i>Can you tell someone in your home what you think the story is about? You could also tell the story by drawing, and/or adding letters and words.</i></p> <p><b>Scavenger Hunt</b></p> <p>It's time to go on a scavenger hunt with someone in your home.</p> <table><tr><td>Find something that is heavy.</td><td>Find something that is light.</td></tr><tr><td>Find something shorter than you.</td><td>Find something taller than you.</td></tr><tr><td>Find 2 things that are the same size as your shoe.</td><td>Find 2 things that fit in a cup.</td></tr></table> <p><b>Extension:</b> <i>Use a measuring tool (e.g., a ruler, measuring tape, string, spoon, hands/feet) to find out the length of the items you found. Write down how long the item is.</i></p>	Find something that is heavy.	Find something that is light.	Find something shorter than you.	Find something taller than you.	Find 2 things that are the same size as your shoe.	Find 2 things that fit in a cup.	
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Problem Solving and Innovating	<p><b>Block Play</b></p> <p>There are many items around the house that can be used as "blocks". Examples you might find around the home could be boxes (e.g., shoebox, Kleenex, cereal, packing), empty pringles can, empty paint tins, sponges, plastic cups. Adding play materials like vehicles, stuffed animals, small toys, natural items (e.g., pebbles, pinecones, acorns) can enhance block play. Can you make a plan? Write or draw that plan on a piece of paper or tell someone in your home. Explore the items you collected.</p>							
Self-Regulation and Well-Being	<p><b>Guess Who</b> This game involves guessing what the other person is pretending to be. Ask the child to choose an animal (but not say what they chose). Ask the child to think about the way the animal moves. Encourage the child to move like the animal they have chosen. Try and guess what the animal is. Take turns to move like different animals. Ask each other questions to help you guess. Try playing the game using different people you know, fruits and vegetables, places, rooms in the home.</p>							



## Thursday

Optional Read Aloud: Golden Threads By: Suzanne Del Rizzo

4 Frames	Learning Opportunities	
<b>Belonging and Contributing</b>	<p><b>Picture of the Day:</b> Take a minute to look at the photo. With someone in your home discuss: What is happening in the photo? What makes you say that?</p>	
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Letter Hunt</b> Print all the letters of the alphabet or have a grownup help you to do this. You could then use this list as a checklist. Find a text in your home. The text could be a book, magazine, newspaper, mail, recyclable etc. Search for each letter of the alphabet until you have found them all. Cross off the letter on your checklist you find them to help you know what letter you need to look for.</p> <p><i><b>Extension:</b> Practice printing the letters of the alphabet and some of the letters you find. Or search for high frequency words in the text (e.g., like, in, to, no, am, that, can, me, yes, you, etc.)</i></p>	 <p><b>Counting Peppers!</b> Wow that is a lot of peppers! What colours do you notice? How many peppers do you see? How many red peppers do you see? How many orange? Yellow? Green? What do you notice? What do you wonder?</p>
<b>Problem Solving and Innovating</b>	<p><b>Hide and Seek</b> Do you know what camouflaged means? It is the way a plant or animal uses its colour, shape and/or texture to blend in with its surroundings to prevent it from being seen. Play a game of hide and seek by hiding a toy animal (or something else) in an accessible place around your home. Hide the toy in plain sight (e.g., not in cupboards, closets, under furniture, etc.), but also where it blends in with the surroundings, where it is camouflaged. Ask someone in your home to look for the "hidden" toy. Was it easy to find? Why or why not? Hide the toy in different locations, places where the camouflage varies. Is it easier or harder to find? Why or why not?</p>	
<b>Self-Regulation and Well-Being</b>	<p><b>Swaying Trees</b> Sit tall or stand with your feet apart. Balance evenly on both feet if standing. Keep your eyes open. Imagine you are a tree in the wind, and your arms are the branches. Swing your arms side to side like swaying branches. Bend forward at the waist and keep swaying your arms. Come up slowly, continually swaying your arms side to side. Bend and sway until you feel as free as a tree moving in a light breeze. Finish by taking three soft, slow breaths. Does your body feel different than it did before the exercise?</p>	

## Friday

Optional Reading Aloud: Dojo Daycare By: Chris Tougas

4 Frames	Learning Opportunities	
<b>Belonging and Contributing</b>	<p><b>Picture of the Day:</b> Take a minute to look at the photo. With someone in your home discuss: What is happening in the photo? What makes you say that?</p>	
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Letter Match</b></p> <p>You will need paper (or even recyclables like a cereal box or cracker box) to create game cards. Create 52 small cards by cutting with scissors or tearing. On each piece, print one letter of the alphabet in lower case (e.g., a, b, c, d, e and so on). On the other 26 pieces, print one letter of the alphabet in upper case (e.g., A, B, C, D, E and so on). With the 52 game pieces, play a matching game and match the upper-case letters with the lower-case letters (e.g., Aa, Bb, Cc, Dd, Ed and so on).</p> <p><b>Extension:</b> Play a memory game! Lay out all the game pieces face down (lowercase and uppercase) so you don't know where the letters are hiding. Taking turns, flip two game pieces over and see if they match. If they do, you keep them. If they don't flip them back and try again. The goal is to match all the letters.</p>	
	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 1; padding-left: 20px;"> <p><b>Which One is Different?</b> Look at the photo of different kinds of leaves. What is the same about them? What is different about them? Which ones do you think belong together? Explain why you think that. Which ones do you think do not belong together? Explain.</p> </div> </div>	
<b>Problem Solving and Innovating</b>	<p><b>I Wonder!</b> What questions do you have about the world? While outside with a grownup or while looking out a window inside your home, talk about what questions you have about the world? Why is the sky blue? What are clouds made of? What do you think the answers to these questions are? How could you find out? Draw a picture about your questions.</p>	
<b>Self-Regulation and Well-Being</b>	<p><b>I Am Special!</b></p>	



With a grownup in your home, read the I am special poem or sing the words to the tune of *Are you Sleeping (Frere Jacques)*. After reading/singing the poem think about how special you are! Can you name 3 things about yourself that make you special? Share with someone in your home. Draw a picture of you doing something you love to do and then label your picture.