





Kindergarten Learning Calendar January 25th – February 5th

Week 1

Monday

Optional Read Aloud: [ABC Letters in the Library](#) By: Bonnie Farmer

4 Frames	Learning Opportunities
<p>Belonging and Contributing</p>	 <p>Would You Rather? A “Would You Rather” question is a wonderful way to engage in some critical thinking. Read the question with the child and discuss both options and invite the child to state which option they choose and why!</p> <p style="text-align: right;">Would you rather be a cat or dog?</p>
<p>Demonstrating Literacy and Mathematics Behaviour</p>	<p>Wonder Wall Think of something that you wonder about and write it down (or ask a grownup to help you write it down) and post to a wall. As you discover answers or more questions to your “wonders” add them to the wall! Invite family members to share their questions and wonders too!</p> <p>Exploring Circles Go for a hunt around your home and find items to practice tracing circles on paper. Some items could be masking tape, cups of different sizes, paper towel tubes, container lids. Practice drawing circles. Discuss how the circles are the same and different. How many circles did you draw? <i>Extension:</i> Look for other items around your home to practice drawing shapes (e.g., square, rectangle). Can you name the shapes? Label the shapes? Write down the number of shapes (e.g., I can draw 4 squares)? Can you build with all the items you collected? Tell someone about what you created!</p>
<p>Problem Solving and Innovating</p>	 <p>Fingerprint Stamping! Did you know that our fingerprints are what make us unique? Did you know that you are the only one with a fingerprint like yours? Use a stamp pad or a marker to try stamping your fingerprint. What do you see? What can you turn your fingerprint into? Use a black pen or fine tip marker to decorate your fingerprint to change it into something else (e.g., a bug, an animal)! Can you label your drawing? <i>Extension:</i> Choose one or more of your fingerprint drawings and create a story. Where does your fingerprint live? What does your fingerprint eat? Where is your fingerprint going? Tell your story to someone at your home or write a story and read it to someone in your home.</p>
<p>Self-Regulation and Well-Being</p>	<p>Simon Says Choose someone in your home to play the game Simon Says. Stand facing each other. One person will be the leader and give an instruction by saying (for example), “Simon says clap your hands” then the partner needs to clap their hands. If the leader does not begin with “Simon says...” and instead they say, “clap your hands,” the person must remain still and not do the action. If the leader calls out, “Simon says, touch your toes” the partner touches their toes. If they don’t do what Simon said, the game is over. Start a new game. Some suggested actions could be, hop like a bunny, dance, touch your nose, shake your head, hop on one foot, stomp your feet, clap, wave your hand, turn in a circle, sit down, stand up. <i>Extension:</i> Switch roles and follow their lead. Try making each of the actions go fast, or slow or normal speed and even change the name from Simon says to something you create together (e.g., child’s first name).</p>



Tuesday

Optional Read Aloud: Bailey By: Harry Bliss

4 Frames	Learning Opportunities
Belonging and Contributing	<p>Would You Rather? A “Would You Rather” question is a wonderful way to engage in some critical thinking. Read the question with the child and discuss both options and invite the child to state which option they choose and why!</p> <p style="text-align: center;">Would you rather help with the dishes or help with the laundry?</p>
Demonstrating Literacy and Mathematics Behaviour	<p>Rhyme Detective While going for a walk outdoors (or walk around your home) look for and name ten objects. Make up a rhyming word for each object you found. These words can be real or nonsense words (e.g., chair-bear; floor-more; window-bindow, tree-me)! Take turns with someone and see how many rhymes you can come up with together. <i>Extension: Bring something to write on and a pencil on your walk. Write down the objects you found. Try and put these words into sentences. Choose one of the objects you found and draw a picture of all the things you can think of that rhymes with that word.</i></p> <p>Short and Tall Look around your home (or outside). Do you see something that is taller than you? What about something that is shorter than you? Choose one thing that is: taller than you, shorter than you and the same size as you. Can you measure the items using string, or your hands or feet? <i>Extension: Create a chart using the headings taller, shorter, same. On the chart, list all the things you found. If you measured items add the number beside the corresponding item (e.g., chair = 8 hands). Which item is the tallest? Which item is the shortest? How do you know this? Share your thinking.</i></p>
Problem Solving and Innovating	<p>Build a Bridge What do you know about bridges? Tell someone in your home 5 things you know about a bridge. Can you build a bridge? With a grownup, collect a variety of recyclables that are different sizes (e.g., cereal and Kleenex boxes, empty clean containers, paper towel rolls) and home items (e.g., mixing bowls, strainer, long wooden spoons). Before you start building, draw out a plan or tell someone in your family what your plan is. Have fun exploring the materials! <i>Extension: After building a bridge, test how strong it is. Is it strong enough to hold a small object? How do you know? What might happen if you put 2 objects on the bridge? Test your theory!</i></p>
Self-Regulation and Well-Being	<p>The Guessing Game Look for 5-10 different objects around your home (inside or outside). One at a time put them into a bag, basket, box, or backpack. Guess what is in the bag by asking questions; Is the object hard or soft? big or small? What shape is it? Can you eat it? Can you smell it? Are you able to figure out what it is? <i>Extension: Change roles! Have the child look for the objects and place them in the bag, basket, box, or backpack. Now switch roles and ask the questions and guess.</i></p>



Wednesday


Optional Reading Aloud: Little Book of Big Fears By: Monica Arnardo

4 Frames	Learning Opportunities																				
<p>Belonging and Contributing</p>	<p>Would You Rather? A “Would You Rather” question is a wonderful way to engage in some critical thinking. Read the question with the child and discuss both options and invite the child to state which option they choose and why!</p> <p style="text-align: center;">Would you rather be able to fly for one day or be completely invisible for one day?</p>																				
<p>Demonstrating Literacy and Mathematics Behaviour</p>	<p>Letter Hide and Go Seek! Write the letters of your name on pieces of paper (one letter on one piece of paper) and have someone in your home hide them. Count to 10 and then search for the letters in your name. As you find the letters put them into the correct order to spell your name. You could also, as you find the letters, name something that starts with that letter (e.g., a- apple, b- balloon, c- car). <i>Extension:</i> Place each letter on top of an object that starts with that same letter (e.g., a- armchair, b- blanket, c- couch, d- door). Play the same game using all the letters in the alphabet.</p> <p>Fabulous Five Look around your home. What are some objects that you have more than five? What is something that you have less than five? (e.g., I have less than five tables; I have more than five toys).</p> <table border="1" data-bbox="342 947 565 1079"> <tr> <td>1</td> <td>I</td> <td>6</td> <td> </td> </tr> <tr> <td>2</td> <td>II</td> <td>7</td> <td> </td> </tr> <tr> <td>3</td> <td>III</td> <td>8</td> <td> </td> </tr> <tr> <td>4</td> <td>IIII</td> <td>9</td> <td> </td> </tr> <tr> <td>5</td> <td> </td> <td>10</td> <td> </td> </tr> </table> <p><i>Extension:</i> Can you write or draw a list of the objects you found? On your list, tally how many of each object you found. Then, count your tally and write the number (e.g., 5).</p>	1	I	6		2	II	7		3	III	8		4	IIII	9		5		10	
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<p>Problem Solving and Innovating</p>	<p>Treasure Map Pick an item in your home and hide it! Then using a pencil or marker create a treasure map on a piece of paper. Include instructions (text and/or pictures) as clues to finding the lost item! Ask a person in your home to follow your map to find the lost item. Suggestions for the instructions could be:</p> <ul style="list-style-type: none"> ▪ Take 10 steps towards the bathroom ▪ Walk 5 steps to the left ▪ Crawl under the table ▪ Look for the black shoe <p><i>Reflection:</i> Were the instructions helpful to find your lost item? Did you have any problems? Would you do anything differently? How might you make it more challenging?</p>																				
<p>Self-Regulation and Well-Being</p>	<p>The Listening Game Using objects from around the house, (e.g., ring a bell, hit a pan), make a sound and listen closely to the vibration of sound. Have the child remain silent and raise their hand when they no longer hear the sound or ringing. Try and remain silent for 30 seconds after the sound and pay close attention to the other sounds you might hear once the vibration sound has stopped. <i>Reflection:</i> How did the sound make you feel? What did the sound remind you of? What were you thinking about while you waited for the sound to stop?</p>																				



Thursday



Optional Reading Aloud: [I Wish I Had Freckles Like Abby](#) By: Kathryn Heling & Deborah Hembrook

4 Frames	Learning Opportunities
<p>Belonging and Contributing</p>	<p>Would You Rather? A “Would You Rather” question is a wonderful way to engage in some critical thinking. Read the question with the child and discuss both options and invite the child to state which option they choose and why!</p> <p style="text-align: center;">Would you rather play in the snow or play in the rain?</p>
<p>Demonstrating Literacy and Mathematics Behaviour</p>	<div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>Let’s Talk About It! 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? Writing Extension: <i>On a piece of paper, draw, label and/or write a sentence to represent your story.</i></p> <p>Eye Spy Shape Detective With someone in your home, go for a walk (inside or outside). Take turns searching for an object that you can see and have the other person guess what you are looking at. You might say “I spy with my little eye something that is” a circle/square/rectangle/triangle. Count how many different shapes you found. Extension: <i>Draw a picture using only triangles, circles, and rectangles. How many triangles/circles/rectangles did you use in your drawing?</i></p> </div> </div>
<p>Problem Solving and Innovating</p>	<p>Make a Musical Beat! Can you make a beat to music? You can make a beat by clapping your hands, slapping your legs, drumming on a table, using pots, pans, or left-over coffee tins as drums. Try singing your favourite song or listening to music on the radio and practice different ways you can make a beat. Extension: <i>Without the music, make beat patterns like clap, slap, clap, slap.</i></p>
<p>Self-Regulation and Well-Being</p>	<p>Quiet Corner A quiet space is a great way to limit auditory (noise), visual (what we see), and other sensory inputs (touch, smell) so that a child can regroup and calm their body. Can you build a quiet space in your home? This space could be a corner with some pillows, a canopy made from a sheet, or a desk/table with blankets. Add a favourite stuffy, toy, or something that helps the child feel calm or comforts them when they are upset. In moments when the child is feeling upset, sad, frustrated, or just wants alone time, they can go to this space and use it to help them feel better.</p>



Friday

Optional Reading Aloud: [Angus All Aglow](#) By: Heather Smith


4 Frames	Learning Opportunities
<p>Belonging and Contributing</p>	<p>Would You Rather? A “Would You Rather” question is a wonderful way to engage in some critical thinking. Read the question with the child and discuss both options and invite the child to state which option they choose and why!</p> <p style="text-align: center;">Would you rather have a robot or a dragon for a pet?</p>
<p>Demonstrating Literacy and Mathematics Behaviour</p>	<div style="display: flex; align-items: flex-start;">  <div> <p>Stick Letters While exploring outside, collect sticks. Can you find sticks that look like letters? Can you arrange the sticks to make letters? Can you make words with the sticks? In your home, you could use pencils, markers, straws, Lego pieces, game pieces from other games. Extension: <i>Make a letter. Can you make the letter that comes before that letter in the alphabet and then the letter that comes after it?</i></p> <p>Nature Numbers During your time outside or from a window in your home, count how many of something you can see. For example: I see 3 birds; I see 4 tires; I see four doors, I see 2 trees. Extension: <i>Draw a picture of what you saw on your walk. Write the number of items beside your picture.</i></p> </div> </div>
<p>Problem Solving and Innovating</p>	<p>Indoor Bowling With a grown up in your home collect a variety of items (8-10) that you could use to play bowling (e.g., empty water bottles, clean and empty recyclables, plastic cups, paper towel rolls). Set the items up in a row, like a triangle, or in a circle. Using a small ball (or rolled up socks) try and knock the items down.</p> <div style="display: flex; align-items: flex-start;">  <div> <p>Extension: <i>Using a marker or piece of paper stick a number on each of the items (see photo for an example using water bottles). Play again. What number(s) did you knock down? What numbers are still standing? Can you make a chart with the heading “up” and “down”? Write the numbers that fell under “down” and the numbers that are still standing under “up.”</i></p> </div> </div>
<p>Self-Regulation and Well-Being</p>	<p>Calming Bin Sensory tactile (touch) bins are great ways to provide an overall calming for some children. One tool that could be used for a sensory break during the day is a calming bin. Fill a shoebox, baking dish, empty plastic container or the kitchen sink with a variety of items to explore and move hands through. Some examples could be water and dish soap, mixing water and sand/dirt (what does that feel like?). Add items (e.g., spoons, cups, small toys) to scoop, pour, and fill. You might ask questions during play: Which container holds more water? Why do you think your mud cakes didn't hold their shape? What did you find out when you added water to the sand?</p>



Week 2

Monday


Optional Read Aloud: Bunny Days By: Tao Nyeu

4 Frames	Learning Opportunities
Belonging and Contributing	<p>Would You Rather? A “Would You Rather” question is a wonderful way to engage in some critical thinking. Read the question with the child and discuss both options and invite the child to state which option they choose and why!</p> <p style="text-align: center;">Would you rather play inside or outside?</p>
Demonstrating Literacy and Mathematics Behaviour	<div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>Let’s Talk About It! Using the picture provided (an elephant in a tree!), 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? Writing Extension: <i>On a piece of paper, draw, label and/or write a sentence to represent your story.</i></p> <p>Terrific Ten Get ready to move your body! While moving around your home or while outside, do actions in groups of ten. Skip ten times, hop ten times, wave your hand ten times, clap your hands ten times. Can you do it fifteen times? What about twenty?</p> </div> </div>
Problem Solving and Innovating	<p>Role Play</p> <p>Think of a book you enjoy or a story someone told you and pretend you are the characters. For example, "Oh No! Puppies are stuck on the top of a snowy mountain! We must save them! What should we do first?" While role-playing, ask the child what materials you might need to save the puppies, who they would ask to help, and the steps needed to solve the problem.</p>
Self-Regulation and Well-Being	<p>Spy Detective:</p> <p>Can you be a detective? Collect 5-10 items that are familiar to you (e.g., a pencil, a small ball, a piece of Lego, a small toy, a spoon). With someone in your home play spy detective. Put 5 of the items you collected on a table or on the floor. Have the child look at the items for 10 to 15 seconds. Once the child has looked at them for 10 to 15 seconds, cover the items with a small blanket, a tablecloth, a pillowcase, or a tea towel. Ask them to tell you what is hidden under the blanket and see if they remember. Start with 5 items and increase the number of items to challenge your memory.</p>



Tuesday


Optional Read Aloud: [And You Can Come Too](#) By: Ruth Ohi

4 Frames	Learning Opportunities
<p>Belonging and Contributing</p>	<p>Would You Rather? A “Would You Rather” question is a wonderful way to engage in some critical thinking. Read the question with the child and discuss both options and invite the child to state which option they choose and why!</p> <p style="text-align: center;">Would you rather make a snowman or build a sandcastle?</p>
<p>Demonstrating Literacy and Mathematics Behaviour</p>	<p>Words in My Home Let's go on a word search! Look for 5-10 objects in the home that have writing (words) on it. For example: a ketchup bottle, soup can, flyer, book, or a newspaper. Using a pencil and paper, write down the letters and/or words you see on each object. <i>Extension:</i> Write or say a sentence using the words you wrote down (e.g., I like ketchup on my fries).</p> <p>Making Patterns</p>  <p>Check out this pattern using natural materials from outside (see photo). While outside with a grownup, collect a variety of nature items (e.g., sticks, rocks and/or leaves) on a walk, in your backyard, or at the park. Make a pattern with the sticks and rocks (e.g., stick, rock, stick, rock). <i>Extension:</i> Can you make a pattern with three items? (e.g., grass, leaf, rock, grass, leaf, rock). This activity can be completed inside too! Try and make a pattern using small objects around the home (e.g., shoe, sock, mitten).</p>
<p>Problem Solving and Innovating</p>	<p>Ripped Paper Art With a grownup, look through the recycle bin for clean grocery flyers and cardboard boxes (e.g., cereal, crackers, or other snacks). Collect several of each to create art. First, rip the paper up into various shapes. Then, create a picture using the pieces of paper. Ask: <i>Tell me about your art. What colours did you use? Can you mix it up the pieces and create a different picture? Which one did you like better? Why?</i></p>
<p>Self-Regulation and Well-Being</p>	<p>Let's Stretch! Sit on the floor with your legs crossed. Start by breathing in for 5 seconds, then out for 5 seconds (count to 5). Give yourself a big hug and twist back and forth, right, and left. Then, hold your arms up in front of you, elbows bent and touching palm to palm, breathe in. As you breathe out, slowly move your arms apart, elbows still bent, and stop when they are beside your ears. Repeat 4 more times. Breathe in, put your right arm up. Breathe out and put your arm over your body to the right. Switch and do the other side. Stretch your back to curve backwards, then curl forward and over your knees. <i>Reflection:</i> Do you feel different after stretching? Why do you think this? What else can you do to calm your body?</p>



Wednesday


Optional Reading Aloud: [When Picasso Met Mootisse](#) By: Nina Laden

4 Frames	Learning Opportunities
<p>Belonging and Contributing</p>	<p>Would You Rather? A “Would You Rather” question is a wonderful way to engage in some critical thinking. Read the question with the child and discuss both options and invite the child to state which option they choose and why!</p> <p style="text-align: center;">Would you rather fly into space or swim to the bottom of the ocean?</p>
<p>Demonstrating Literacy and Mathematics Behaviour</p>	<p>Willoughby Wallaby Wee Sing or say the poem below. Change the name in the songs to include family and friends' names! Come up with a silly word that rhymes with the name you wish to use. Additionally, a grownup can sing/say the poem and the child can guess the name based on the rhyming word.</p> <p style="text-align: center;"> Willoughby Wallaby Wee An elephant sat on me Willoughby Wallaby Woo An elephant sat on you Willoughby Wallaby Balik An elephant sat on ____ (Malik) Willoughby Wallaby Bara An elephant sat on ____ (Zara) </p> <p>Same and Different Look carefully at the photo of the ducks.</p> <div style="display: flex; align-items: center;">  <div> <p>What is the same about them? What is different about them? How do you know this? Share your thinking.</p> </div> </div>
<p>Problem Solving and Innovating</p>	<p>What Would You Do If...? Pretend the child is a superhero and interview them for a tv show or a local radio station! Ask them some of the following prompts: <i>What would you do if a cat was stuck in a tree?</i> <i>What would you do if you saw two kids fighting over the same toy?</i> <i>What would you do if an adult was locked out of their house?</i> <i>What would you do if a giant robot was eating all your snacks?</i> <i>What would you do if you didn't have superpowers and you still wanted to help?</i></p>
<p>Self-Regulation and Well-Being</p>	<p>Mirror Mirror Play this action game with someone in your home. Choose one person to be a leader and then face each other. The leader will do an action (e.g., put one hand on your head and one hand on your belly) and the other person will try to do the same action. Try different actions. Looking for a challenge? Try and hold different body positions while standing on one leg or sitting on the floor. Change roles and play again!</p>



Thursday

Optional Reading Aloud: Old MacDonald Had Her Farm By: JonArno Lawson

4 Frames	Learning Opportunities
<p>Belonging and Contributing</p>	<p>Would You Rather? A “Would You Rather” question is a wonderful way to engage in some critical thinking. Read the question with the child and discuss both options and invite the child to state which option they choose and why!</p> <p style="text-align: center;">Would you rather it be winter all year or summer all year?</p>
<p>Demonstrating Literacy and Mathematics Behaviour</p>	<p>Skipping Syllables While out on a walk or in your home, notice the objects around you. Jump or skip the number of syllables these objects have (e.g., chair- one jump; table-two jumps; sidewalk-two jumps). <i>Extension: On a piece of paper create three columns numbered 1, 2 and 3. Write down the words that you jumped syllables for. Which column has the most?</i></p> <div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>Pattern Hunt While looking out your window or while out for a walk, notice the patterns that are outside. Windows, sidewalks, flowers, trees, bricks, gardens are all places where there might be patterns. What do you see? Look around your house. What patterns do you see? How do you know they are patterns?</p> <p><i>Extension: Draw and label a picture of the patterns you see. Share your patterns with someone in your home.</i></p> </div> </div>
<p>Problem Solving and Innovating</p>	<p>Which One is Missing? Let's play a memory game. Collect 10-15 objects around your house or outside (e.g., a shoe, a pebble, a leaf, a toy, a spoon etc.). Lay them out on the ground or on a table. Tell the child to study the objects and then turn around so they can't see. Remove one object and then ask them to look and try and guess what is missing. Take turns being the person to remove an object. Try removing two objects. Try using different objects. This game can be played inside or outside!</p>
<p>Self-Regulation and Well-Being</p>	<p>Write a Letter! Find a quiet spot in your home where you can write a letter or draw a picture for someone. Think about family members, pets, friends, or neighbours that are important to you. Write a letter (or draw) about different things. For example:</p> <ul style="list-style-type: none"> ▪ My favourite memory with you is... ▪ I love you because... ▪ I am thankful for you because... ▪ My first impression of you was...



Friday

Optional Reading Aloud: [Duck! Rabbit!](#) By: Amy Krouse Rosenthal

4 Frames	Learning Opportunities
Belonging and Contributing	<p>Would You Rather? A “Would You Rather” question is a wonderful way to engage in some critical thinking. Read the question with the child and discuss both options and invite the child to state which option they choose and why!</p> <p style="text-align: center;">Would you rather have a magic carpet to fly you around or your own personal robot?</p>
Demonstrating Literacy and Mathematics Behaviour	<p>Concentration Cut up or rip pieces of paper with each letter of the child’s name (written twice for pairing) to create cards. Place the cards face down on a table. Each player turns over two letters and reads them. If the child is working on identifying letters, they can say the letter name. If the child is working on saying letter sounds, they can say the letter sound. If a match is made the player keeps the cards and gets another turn. Play until all the cards have been collected. <i>Extension: Continue with play with different letters of the alphabet or high frequency words (e.g., 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).</i></p> <p>Count the Rainbow Look around your home or outside. How many green objects do you see? How many blue objects? How many grey objects? How many black objects? What colour do you see the most? What colour do you see the least? <i>Extension: Make a tally chart of the colours you saw (e.g., on one side of the paper write all the colours you saw, on the other side of the paper use tally marks to indicate how many times you saw the colour. For a challenge, write the number that corresponds with the tally marks. For example: yellow = III = 3.</i></p>
Problem Solving and Innovating	<p>Sorting Think of different objects in your home that could be sorted into categories. For example: toys, laundry, cutlery, groceries. Make a pile and ask how could they be sorted? For example, how would you sort your clothes? (e.g., pants, socks, shirts). How would you sort your toys? (e.g., plastic, wood, characters, vehicles). Can you sort in another way? Ask: Why is it helpful to sort objects in different ways?</p>
Self-Regulation and Well-Being	<p>Say Hello! Find a safe quiet spot in your home. Start by laying down or sitting in a chair. It will help you to think about and pay attention to all the different muscles and parts of our body that help us to move and enjoy life! Go through your body parts and tense up/squeeze the muscles or areas of your body one at a time. Each time you squeeze, say “Hello toes,” “Hello feet,” “Hello calves” etc. Other body parts could be: arms, hands, shoulders, neck, face, thighs, stomach, chest.</p>