



Week 2: January 10th - 14th

Monday's Activities

Story of the Week: One Duck Stuck By: Phyllis Root

| | |
|--|---|
| <p>Belonging & Contributing</p> | <p>Question of the Day can build confidence, promote conversation, and nurture communication skills. Possible times to ask the question of the day could be in the morning, before breakfast, or every night during dinner.</p> <p style="text-align: center;">What are 3 things you like about yourself?</p> |
| <p>Demonstrating Literacy & Math Behaviours</p> | <p>Go Fish! Preparation: 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>Play 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>Exploring Shapes Go for a hunt around your home or outside during a walk and find shapes! Discuss how you know what the shape is. How many circles did you find? How many squares? Any triangles? 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!</i></p> |
| <p>Problem Solving & Innovating</p> | <p>Loose Parts Play! Collect loose parts at home (e.g., coins, paper clips, bottle caps, bread tags, etc.) or outside (e.g., pinecones, pebbles, sticks) to create different patterns. Using the items you have collected, try to create a pattern. Think about how the pattern repeats itself. How many times will you make the pattern repeat? What are the ways you can make a pattern so that it doesn't always go in a straight line?</p> |
| <p>Self-Regulation & Well-Being</p> | <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> |



Week 2: January 10th - 14th

Tuesday's Activities

Story of the Week: Bloom By: Doreen Cronin

| | |
|--|---|
| <p>Belonging & Contributing</p> | <p>Question of the Day can build confidence, promote conversation, and nurture communication skills. Possible times to ask the question of the day could be in the morning, before breakfast, or every night during dinner.</p> <p style="text-align: center;">What do you like to do for fun?</p> |
| <p>Demonstrating Literacy & Math Behaviours</p> | <p>Rhyming Sing Song</p> <p style="text-align: center;">Sing "Down by the Bay" by Raffi Optional: listen to the song at https://bit.ly/38rPcnT</p> <p style="text-align: center;"><i>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 goose kissing a moose? Down by the bay</i></p> <p><i>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.</i></p> <p>Sorting Laundry! Can you 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). Extension: <i>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>Problem Solving & Innovating</p> | <p>Count the Rainbow</p> <p>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?</p> <p>Extension: <i>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> |
| <p>Self-Regulation & Well-Being</p> | <p>Mirror Mirror</p> <p>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> |



Week 2: January 10th - 14th

Wednesday's Activities

Story of the Week: Angus All Aglow By: Heather Smith

| | |
|--|---|
| <p>Belonging & Contributing</p> | <p>Question of the Day can build confidence, promote conversation, and nurture communication skills. Possible times to ask the question of the day could be in the morning, before breakfast, or every night during dinner.</p> <p>If you can choose to eat only one food for the rest of the year, what would it be?</p> |
| <p>Demonstrating Literacy & Math Behaviours</p> | <p>Wednesday Word Hunt Using the letters in the word WEDNESDAY, find objects around your house that represent the beginning sound of each letter. Write down the objects/tell a grownup the objects you have found!</p> <p>For example: W (watch), E (egg), D (door), etc.</p> <p><i>Extension: Challenge yourself to find 3 items for every letter of the word Wednesday or play again with your favourite day of the week!</i></p> <p>Search and Find You are going on a search and find! Bring something to draw with and some paper. While outside, find and draw the following: 3 items that are brown, 2 items that are rough, 3 items that are smooth, and 1 item that is hard. How many do you have altogether? <i>Extension: Label the drawings.</i></p> |
| <p>Problem Solving & Innovating</p> | <p>Rock Balancing Rock balancing is when stones are stacked on top of the other to create land art without using anything to stick it together or hold it upright. Collect a variety of rocks that are different sizes and shapes. Find a safe space to build with your rocks. Grownups might ask; tell me about how you decided to build your structure, what made you choose these rocks to build this way? How do you think you could make it taller? Wider? What do you like about your structure? What would you do different next time?</p> |
| <p>Self-Regulation & Well-Being</p> | <p>Spy Detective: 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> |



Week 2: January 10th - 14th Thursday's Activities

Story of the Week: Bailey By: Harry Bliss

| | |
|--|--|
| <p>Belonging & Contributing</p> | <p>Question of the Day can build confidence, promote conversation, and nurture communication skills. Possible times to ask the question of the day could be in the morning, before breakfast, or every night during dinner.</p> <p style="text-align: center;">What do you want to be when you grow up?</p> |
| <p>Demonstrating Literacy & Math Behaviours</p> | <p>I Hear with my little Ear Play a variation of the game I Spy, changing it to I Hear. The grownup will find objects in the room for this game.</p> <p>For Example: Grownup: I hear with my little ear something that rhymes with 'moon' (and you can eat cereal with it). Child: Spoon</p> <p>Continue to play the game using different words. Possible word list: moo-shoe, mable-table, head-bed, call-ball, boy-toy, clock-sock, etc.</p> <p>What's Missing? Collect 5-10 small items inside (e.g., toy, spoon, spatula, shoe, sock, mitten) and/or outside (e.g., stick, 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 play partner 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. Extension: Remove two or three items at a time and guess what is missing.</p> |
| <p>Problem Solving & Innovating</p> | <p>Flip a Coin Workout You will need a coin to start (any coin will do – penny, nickel, quarter, loonie!). Then write down 5 exercises (e.g., push up, jumping jack, touch your toes etc.) that you know. Flip the coin and perform the exercise matching the coin until the time ends. You could use a timer or just count to 15. There are 5 rounds. Each round will be a 15 second exercise and then a 15 second rest. During the rest time you will flip the coin again to decide on the next exercise. Have fun and don't forget to breathe!</p> |
| <p>Self-Regulation & Well-Being</p> | <p>Sit Spot A sit spot is a child-selected space where he or she can observe nature return to regularly to notice how nature changes over time. Choose a sit spot where you can sit and observe your surroundings. This might be the same window spot in your home or a bench at the park. Go to your sit spot and notice what is happening around you. What do you see? What do you hear? What do you smell? What do you feel?</p> |



Week 2: January 10th - 14th Friday's Activities

Story of the Week: Duck Rabbit By: Amy Krouse-Rosenthal

| | |
|--|---|
| <p>Belonging & Contributing</p> | <p>Question of the Day can build confidence, promote conversation, and nurture communication skills. Possible times to ask the question of the day could be in the morning, before breakfast, or every night during dinner.</p> <p style="text-align: center;">Describe a moment where you felt the happiest?</p> |
| <p>Demonstrating Literacy & Math Behaviours</p> | <p>Winter Words 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 winter in Canada? (e.g., cold, ice, snow, cloudy, sunny, chilly, blustery). What are some activities we can do in the winter? (e.g., walk, shovel, toboggan, skate, play in the snow). <i>Extension: Can you write the letters that these winter words start with? Can you try to write part of the word or the whole word?</i></p> <p>Comparing Heights Find any two objects in your home. Put the objects beside each other and make some observations. Which item is shorter? How do you know this? Which item is taller? How do you know this? Using your hands measure the two items. How many hands tall are they? Can you find 2 different objects and measure?</p> |
| <p>Problem Solving & Innovating</p> | <p>Feel like Dancing? <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"> • 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. • 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? 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><i>Extension: 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.</i></p> |
| <p>Self-Regulation & Well-Being</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> |