


## Kindergarten Learning Calendar April 20<sup>th</sup>-23<sup>rd</sup> , 2021

Tuesday	
Optional Read Aloud: <u>Duck! Rabbit!</u> By: Amy Krouse Rosenthal	
4 Frames	Learning Opportunities
<b>Belonging and Contributing</b>	<p><b>Caring for our Environment Challenge.</b></p> <p>Today's challenge is to get outside with a grownup and help to keep your neighborhood clean. If you see garbage on the ground, toss it in a garbage can.</p>
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Rhyme Detective</b></p> <p>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><b>Extension:</b> 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><b>Does it Sink or Float?</b></p> <p>With a grown up, fill up a bucket or large bowl with water. Find 10 objects from around your home, inside or outside. 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? <i><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.</i></p>
<b>Problem Solving and Innovating</b>	<p><b>Treasure Map</b></p> <p>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"> <li>▪ Take 10 steps towards the bathroom</li> <li>▪ Walk 5 steps to the left</li> <li>▪ Crawl under the table</li> <li>▪ Look for the black shoe</li> </ul> <p><i><b>Reflection:</b> 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?</i></p>

<b>Self-Regulation and Well-Being</b>	<b>The Guessing Game</b> 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? <b><i>Extension:</i></b> 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.
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## Wednesday

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

4 Frames	Learning Opportunities
<b>Belonging and Contributing</b>	<p><b>Caring for our Environment Challenge.</b></p> <p>Today's challenge is to help save energy. Don't forget to turn off the lights when you leave the room.</p>
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<p><b>Let's Talk About It!</b></p>  <p><b>Using the picture provided,</b> 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 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> <p><b>Measurement</b></p> <p>Stick different lengths of masking tape to a table and label each one with a number (1, 2, 3...) or a letter (A, B, C...). You will need a measuring tool (e.g., ruler, measuring tape, string, your hand). Can you predict how long each one is? Measure to find out. If you have a piece of paper, you could write down your prediction and then the actual measurement. Which one is the longest? Shortest?</p> <p>* If you don't have masking tape at home you might use different objects in your home to practice. How long is the table? Your bed? Your shoe?</p>
<b>Problem Solving and Innovating</b>	<p><b>Target Practice</b></p> <p>Use any type of ball you have in your home (e.g., tennis ball, basketball, soccer ball) or make "balls" from paper/newspaper by scrunching the paper into a ball shape. Set up a basket (e.g., laundry basket, box, large bowl) on the other side of the room or in an outdoor space. Begin to throw the balls 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.</p>
<b>Self-Regulation and Well-Being</b>	<p><b>Spy Detective:</b></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>

Thursday									
Optional Read Aloud: <u>Chicken, Pig, Cow</u> by Ruth Ohi									
4 Frames	Learning Opportunities								
<b>Belonging and Contributing</b>	<p><b>Caring for our Environment Challenge.</b></p> <p>Today's challenge is help save water. Don't forget to turn off the water while you are brushing your teeth.</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> <tr> <td>Map/Nap (down)</td><td>Play/Plane (up)</td></tr> <tr> <td>Climb/Clap (up)</td><td>Book/Read (down)</td></tr> <tr> <td>Light/Sound (down)</td><td>Brown/Down (down)</td></tr> <tr> <td>Bed/Bike (up)</td><td>Stick/Stamp (up)</td></tr> </table> <p><b>Nature Numbers</b></p> <p>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.</p> <p><b>Extension:</b> Draw a picture of what you saw on your walk. Write the number of items beside your picture.</p>	Map/Nap (down)	Play/Plane (up)	Climb/Clap (up)	Book/Read (down)	Light/Sound (down)	Brown/Down (down)	Bed/Bike (up)	Stick/Stamp (up)
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<b>Problem Solving and Innovating</b>	<p><b>Build a Home</b> for your favourite toy, animal, or character.</p> <p>Gather empty grocery boxes (cereal, crackers etc.), shoe boxes, or small baskets. Can you make a home? 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 home. Before you start, develop a plan. How will you build your home? What steps will you take? Draw a picture to represent your plan. After you have built your home, discuss where the toy, animal, or character is in relation to the home (e.g., in front of, behind, inside, on top of, beside).</p>								
<b>Self-Regulation and Well-Being</b>	<p><b>Listening Walk</b></p> <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.</p>								

## Friday

Optional Reading Aloud: Anything is Possible By: Guilia Belloni

4 Frames	Learning Opportunities																				
Belonging and Contributing	<p><b>Caring for our Environment Challenge.</b></p> <p>Today's challenge is to recycle cans, bottles, and paper. Help your family recycle by putting these items in a recycling bin so they are ready for the next garbage day pick up.</p>																				
Demonstrating Literacy and Mathematics Behaviour	<p><b>Concentration Game</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. <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>Fabulous Ten</b></p> <p>Look around your home. What are some objects that you have more than ten? What is something that you have less than ten? (e.g., I have less than ten tables; I have more than five utensils).</p> <table><tr><td>1</td><td>I</td><td>6</td><td>    I</td></tr><tr><td>2</td><td>II</td><td>7</td><td>    II</td></tr><tr><td>3</td><td>III</td><td>8</td><td>    III</td></tr><tr><td>4</td><td>IIII</td><td>9</td><td>    IIII</td></tr><tr><td>5</td><td>    I</td><td>10</td><td>    IIII</td></tr></table> <p><b>Extension:</b> 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., 10).</p>	1	I	6	I	2	II	7	II	3	III	8	III	4	IIII	9	IIII	5	I	10	IIII
1	I	6	I																		
2	II	7	II																		
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Problem Solving and Innovating	<p><b>Building Ramps</b></p> <p>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?</p> <p><b>Extension:</b> 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?</p>																				
Self-Regulation and Well-Being	<p><b>Breakfast, Lunch or Dinner</b></p> <p>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 meals for your family using foods from each food category (whole</p>																				

	grain foods, protein foods, and fruits/vegetables). The child will cut out their chosen healthy food items and glue, tape or place 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.
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	<b><i>Extension:</i></b> <i>You can make one of the meals if the ingredients are available. From the three you made, which meal is your favourite? Why?</i>
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