


Kindergarten Learning Calendar June 7 - 11th

Monday							
Optional Read Aloud: <u>The Rabbit Listened</u> By: Cori Doerrfeld							
4 Frames	Learning Opportunities						
Belonging and Contributing	<div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <p>Picture of the Day: 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> </div> </div>						
Demonstrating Literacy and Mathematics Behaviour	<p>Rhyme Detective</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>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>Favourite Summer Activity</p> <p>There are lots of fun things to do outside in the summertime. Make a list of 3 activities you can do in the summer. Ask the people in your home and around you what their favourite summer activity is. Make a tally chart about this. For example:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Play at the park!</th> <th style="padding: 5px;">Go for a swim!</th> <th style="padding: 5px;">Play a sport!</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">I</td> <td style="padding: 5px;">III</td> <td style="padding: 5px;">IIII</td> </tr> </tbody> </table> <p>What do people like to do the most? What do people like to do the least?</p>	Play at the park!	Go for a swim!	Play a sport!	I	III	IIII
Play at the park!	Go for a swim!	Play a sport!					
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Problem Solving and Innovating	<p>Chair Soccer</p> <p>Prepare your area for play. Choose an area where there is enough space to kick along the ground. 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. Set up 2 chairs across from each other about 3-4 metres apart. Find someone to play against. You can also play alone with one chair, a stool or make a goal of your own. Make sock balls. Roll a sock inside itself to make a ball. You can also use a paper ball. Using the sock or paper ball, accurately kick the ball through the legs of the chair. Play! Taking turns, each player kicks from a pre-determined spot. Points are awarded each round.</p> <p>1 point if the ball hits a leg of the chair but does not go under or through 2 points if the ball comes to a stop under the chair 3 points if the ball goes completely through the legs of the chair and out the other side</p> <p>Play until someone reaches a score of 21. Or play with no score and have a winner every round. Or just play for fun!</p>						


**Self-Regulation
and Well-Being**

Swaying Trees

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?


Tuesday

Optional Read Aloud: Love Is By: Diane Adams

4 Frames	Learning Opportunities
Belonging and Contributing	 <p>Picture of the Day: 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>Syllable Fun! Say or write down the names of 10 classmates from your class. Say your classmate's names out loud. As you say the name try to jump the syllables (e.g., Sam = 1 jump, Gurpreet = 2 jumps). Can you do the same with the names of the members in your family? <i>Extension: Look around your home. Draw pictures of objects that have 2 syllables. On another page, draw pictures of objects that have 3 syllables.</i></p>  <p>Which One is Different? Look at the photo of different kinds of animals. 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>
Problem Solving and Innovating	<p>Obstacle Course Create an obstacle course with someone in your home. This is a great way to explore materials, express creativity and move your body. You will need a variety of materials to build your obstacle course. Take a look around your home and what is safe to use. Examples might be putting tape on the floor as a balance beam, crawling under a table, climbing over a chair, using pillows as stepping stones. Do you have a park or forest near your home? Look for natural materials or park equipment that you can use to practice climbing, jumping and balancing on.</p>
Self-Regulation and Well-Being	<p>Hop and Jump! 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? <i>Extension: 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>



Wednesday

Optional Read Aloud: The Day the Crayons Quit By: Drew Daywalt

4 Frames	Learning Opportunities
Belonging and Contributing	 <p>Picture of the Day: 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>Concentration</p> <p>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.</p> <p><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>Shape Challenge</p> <p>You will need two coloured pencils for this activity. If you don't have red and green choose 2 colours you do have. Pick 2 numbers between 1-10. The first number you picked, draw that many circles in red. The second number you picked, draw that number of circles in green. How many circles do you have total? Do you have more red circles or green circles. How do you know? Now try drawing squares! Pick 2 numbers between 1-10. The first number you picked, draw that many squares in red. The second number you picked, draw that number of squares in green. How many squares do you have total? Do you have more red squares or green squares. How do you know? For a bigger challenge choose 2 numbers between 1-20.</p>
Problem Solving and Innovating	<p>What can you build?</p> <p>There are many items around the house that can be used to build. 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>Close your Eyes</p> <p>See how long you can keep your eyes closed. What do you think about when your eyes are closed? Can you see anything? How does your body feel when your eyes are closed?</p>


Thursday

Optional Read Aloud: I Wish You More By: Amy Krouse Rosenthal

4 Frames	Learning Opportunities								
Belonging and Contributing	<div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <p>Picture of the Day: 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> </div> </div>								
Demonstrating Literacy and Mathematics Behaviour	<p>Syllables in Spring! Using the list of spring words, clap the syllables for each word. Sort them into categories based on the number of syllables they have.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 25%;">1 Syllable</th> <th style="width: 25%;">2 Syllables</th> <th style="width: 25%;">3 Syllables</th> <th style="width: 25%;">4 Syllables</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="font-size: small; margin: 0;">puddle raincoat cloud umbrella bike hike frog nature butterfly picnic sunshine caterpillar</p> </div> <p>Patterns</p> <div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <p>Look at the photo of the pattern using pencils. Discuss what you know about patterns. Then, go outside with a grown up and find items that you can use to make your own pattern, like twigs, acorns, grass or rocks. Tell your grownup about your pattern. What kind of pattern did you make? How do you know it is a pattern? Extension: Make another pattern using different items, make your pattern longer, look for patterns in your environment (e.g., outside, books, photographs), draw and label your pattern.</p> </div> </div>	1 Syllable	2 Syllables	3 Syllables	4 Syllables				
1 Syllable	2 Syllables	3 Syllables	4 Syllables						
Problem Solving and Innovating	<p>Guess Who 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>								
Self-Regulation and Well-Being	<p>The Five Senses 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"> ▪ What do you notice? ▪ What can you hear? ▪ What can you smell? ▪ What can you touch? 								

Friday

Optional Reading Aloud: Little Pea By: Amy Krouse Rosenthal

4 Frames	Learning Opportunities				
<p>Belonging and Contributing</p>	<div style="display: flex; align-items: center;">  <div> <p>Picture of the Day: 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> </div> </div>				
<p>Demonstrating Literacy and Mathematics Behaviour</p>	<p>Letter/Sound Sort: Play this game with a grownup! The grownup will read each word and stretch out the sounds (e.g., ch-i-p). Ask the child, “where do you hear the /ch/ sound? At the beginning of the word? Or the end?”</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Beginning/Ending Sounds with /ch/</th> </tr> </thead> <tbody> <tr> <td style="width: 50%;">Begins with the sound /ch/</td> <td style="width: 50%;">Ends with the sound /ch/</td> </tr> </tbody> </table> <p>Words to sort: chip, bench, chart, lunch, beach, cheese, chop, touch, march, chair</p> <p>Extension: Play this game again with the first letter/sound in your name. A grownup can help with coming up with the new sorting words.</p> <p>Counting Around the Home You will need a pencil (or any type of writing utensil) and a piece of paper for recording your answers. On the paper, make a list with the following words: doors, windows, sinks, beds, tables, mirrors. Then go on a hunt and look for those items throughout your home. Keep track with tally marks that tell you how many of each you found. When you are done the hunt count your tally marks and print the number (e.g., if there are 3 beds the tally marks would be III and the number would be 3). Can you also show those numbers using your fingers? What number was the biggest? How do you know? What number was the smallest? How do you know?</p>	Beginning/Ending Sounds with /ch/		Begins with the sound /ch/	Ends with the sound /ch/
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Begins with the sound /ch/	Ends with the sound /ch/				
<p>Problem Solving and Innovating</p>	<p>Song Writing Write a song or story cooperatively with someone in your home. Each person writes only one word at a time with no talking or planning until you feel you have enough to create a song/story. Silly songs and stories are encouraged! Perform your song or read your story!</p>				
<p>Self-Regulation and Well-Being</p>	<p>Cross Crawl Stand with feet shoulder-width apart. Begin to march on the spot in a relaxed way. Once you get that rhythm, touch each raised knee, in turn, with your opposite hand. If possible, continue until it feels like an easy walking rhythm. This is great for grown-ups too!</p>				