



First Week of School: September 6th-9th

Wednesday's Activities

Story of the Week: Boomer Goes To School By: Constance McGeorge

Belonging & Contributing

All About You!

Looking at a photo of yourself (or look in a mirror) notice all the great things about you. Share with someone in your home what makes you special and unique. Can you draw a picture of yourself? Add your name to your picture.

Extension: Label your picture (e.g., smile, hair, arms, feet etc.)

Demonstrating Literacy & Math Behaviours

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:** Make a letter. Can you make the letter that comes before that letter in the alphabet and then the letter that comes after it?

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:** Draw a picture of what you saw on your walk. Write the number of items beside your picture.

Problem Solving & Innovating

Ripped Paper Art

With a grownup, look through the recycle bin for clean grocery store 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: 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?

Self-Regulation & Well-Being

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?



First Week of School: September 6th-9th

Thursday's Activities

Story of the Week: Big or Little? By: Kathy Stinson

Belonging & Contributing

All About You! Using paper and pencil/coloured pencils (or markers) create an all about you page by answering the following questions: What is your name? How old are you? How many people are you in your family? Do you have any pets? What is your favourite food?

Demonstrating Literacy & Math Behaviours

Let's Play Bang! Customize your own word game. Write down 10 words that the child knows and 5 words that they do not know (they can be family names, sight words, etc.). **Here's what you'll need:** an empty container, some blank pieces of paper cut into cards, and some markers. Write down the 15 words on little cards. You'll also want to make up a few cards with the word "BANG!" on them.

How to Play Bang!

1. Players take turns reaching into the container and pulling out a card. If they can read the word aloud correctly, they get to keep the card. If the player is incorrect, the card goes back into the container.
2. Continue taking turns, reading and collecting correctly answered cards.
3. If you pull out a BANG! card, you must put your whole pile of cards back into the container!
4. At the end of a specified length of time, whoever has the most cards is the winner!

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:** Draw a picture using only triangles, circles, and rectangles. How many triangles/circles/rectangles did you use in your drawing?

Problem Solving & Innovating

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?

Self-Regulation & Well-Being

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.



First Week of School: September 6th-9th

Friday's Activities

Story of the Week: B. Bear and Lolly: Off to School By: A.A. Livingston

Belonging & Contributing	<p>Make a list!</p> <p>Discuss with someone in your home some of your favourite things. You might take turns sharing your favourite things. Examples could be favourite food, sport, book, colour, animal etc. Can you make a list of your favourite things? Can you draw one of your favourite things?</p>
Demonstrating Literacy & Math Behaviours	<p>Words in My Home</p> <p>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 or point to the letters you know.</p> <p>Exploring Circles!</p> <p>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?</p> <p><i>Extension: 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>
Problem Solving & Innovating	<p>Helping A Friend</p> <p>Your friend has lost their favourite toy. How will you help them to find it? How will you help them to feel better?</p> <p><i>Extension: An adult in your family asks for your help to bake a cake. What do you know about baking? How could you help them? Draw a picture to show your thinking.</i></p>
Self-Regulation & Well-Being	<p>The Guessing Game</p> <p>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?</p> <p><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>



Week 2: September 12th-16th

Monday's Activities

Story of the Week: Do Lizards Eat Ice Cream? By: Etta Kaner

Belonging & Contributing



Picture of the Day:

Take a minute to look at the photo. With someone in your home have a discussion: What is happening in the photo? What makes you say that?

Demonstrating Literacy & Math Behaviours

Alphabet Hunt: Using a large piece of paper (or multiple pieces of paper), use a marker/pencil to write all the letters of the alphabet in a column running down the left side of the piece of paper. Once all the letters are listed, it's time to find items that begin with the letter sound! Explore inside your home, outdoors with a grownup or even find words in books or magazines! Examples might be a sock for S, banana for B, couch for C if searching around the home or duck for D, grass for G if outside. As you find the items write, draw or tell a grownup the object next to its appropriate letter on the chart. The game continues until there's something for each letter of the alphabet.

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? **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.

Problem Solving & Innovating

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? **Extension:** 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.

Self-Regulation & Well-Being

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. **Reflection:** 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?



Week 2: September 12th-16th Tuesday's Activities

Story of the Week: Lola at the Library By: Anna McQuinn

Belonging & Contributing



Picture of the Day:

Take a minute to look at the photo. With someone in your home have a discussion: What is happening in the photo? What makes you say that?

Demonstrating Literacy & Math Behaviours

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!

Patterns: 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).

Extension: 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).

Problem Solving & Innovating

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! **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!

Self-Regulation & Well-Being

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.

Extension: 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).



Week 2: September 12th-16th Wednesday's Activities

Story of the Week: Clark the Shark By: Bruce Hale

Belonging & Contributing



Picture of the Day:

Take a minute to look at the photo. With someone in your home have a discussion: What is happening in the photo? What makes you say that?

Demonstrating Literacy & Math Behaviours

Syllable Fun! Say or write down the names of the people in your family. Say your families' 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 your friends and neighbours? **Extension:** Look around your home. Draw pictures of objects that have 2 syllables. On another page, draw pictures of objects that have 3 syllables.

Rock Walk!

Go for a rock walk with a grownup and collect different rocks (e.g., different kinds of rocks, different sizes of rocks, different colours of rocks). Sort the rocks by size, shape, or colour. Make a pattern with the rocks. What else could you do with the rocks? Explain your thinking to someone.

Problem Solving & Innovating

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:

Take 10 steps towards the bathroom

Walk 5 steps to the left

Crawl under the table

Look for the black shoe

Reflection: 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?

Self-Regulation & Well-Being

Going on a Walk

Take a walk or look out your window. Do a survey on paper of how many different types of trees, birds and animals you see. Did you see more birds than animals? How many trees did you see? Was it more than 10 or less than 10? Draw a picture of something from your walk and label.



Week 2: September 12th-16th Thursday's Activities

Story of the Week: Chicken, Pig, Cow By: Ruth Ohi

Belonging & Contributing



Picture of the Day:

Take a minute to look at the photo. With someone in your home have a discussion: What is happening in the photo? What makes you say that?

Demonstrating Literacy & Math Behaviours

If You Think You Know This Word

Sing this song to the tune of "If You're Happy and You Know It"

Optional: listen to the tune at <https://bit.ly/2WFtx9q>

If you think you know this word, shout it out!

If you think you know this word, shout it out!

If you think you know this word, then tell me what you've heard,

If you think you know this word, shout it out!"

Tell the child a segmented word sound by sound such as c-a-t. The child will blend the sounds together to discover the mystery word. Continue to practice three sound words from the suggested list: b-a-ll, c-u-b, f-i-sh, d-u-c-k, b-ug, t-en, s-un, j-a-zz, a-n-t

Same and Different

Find a tree in your backyard or close to your home (e.g., at a local park). What does the tree look like now? Do you think the tree will change? What season is coming next? What will the tree look like then? Draw a picture of the tree today and then plan a date on your calendar to go back to see it later. Make a prediction of what you think you will see when you visit your tree again.

Problem Solving & Innovating

Create a Puzzle! Find a box that is ready for the recycling bin (e.g., cereal, granola bar, cookie). First you will need to open both ends, bottom and top of the box. Along one of the skinny sides look for where the box is glued together. Slide your finger or the scissors down this section so that the box is now completely disassembled. Next, use scissors to cut up the rectangle sides of the box. You can use either the front or the back of the box to create your puzzle. On the plain cardboard side of the box draw different kinds of lines and then use your scissors to cut the box on the lines. A grownup can help you if this part is tricky. After you have finished cutting up the box – try and put the box back to together like a puzzle! Mix the pieces up and try again!

Self-Regulation & Well-Being

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: Without the music, make beat patterns like clap, slap, clap, slap.



Week 2: September 12th-16th Friday's Activities

Story of the Week: Down to the Sea with Mr. Magee By: **Chris Van Dusen**

Belonging & Contributing



Picture of the Day:

Take a minute to look at the photo. With someone in your home have a discussion: What is happening in the photo? What makes you say that?

Demonstrating Literacy & Math Behaviours

Name Scavenger Hunt!

Using the letters in your name, find objects around your house that represent the sound of each letter. Write down the objects/tell a grownup the objects you have found!

For Example: My name is Jacob.

J - jar

A - apple

C - couch

O - orange (shirt)

B - book

Extension: Challenge yourself to find 3 items for every letter of your name or try your last name!

Does it Sink or Float?

With a grown up, fill up a bucket or large bowl with water. Find 10 objects that can be put into the water. 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?

Extension: 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.

Problem Solving & Innovating

Picnic Time

Set up a picnic for your stuffed animals, toys and/or family members inside your home or in a nice space outside with a grownup. You might need a blanket or towel to sit on. Think about all the items you would need for your picnic. Maybe have your lunch or snack for your picnic.

Self-Regulation & Well-Being

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?



Week 3: September 19th-23rd

Monday's Activities

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

Belonging & Contributing

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.

What are 3 things you like about yourself?

Demonstrating Literacy & Math Behaviours

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.

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.

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:** 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!

Problem Solving & Innovating

Loose Parts Play!

Collect loose parts at home (e.g., coins, paper clips, bottle caps, bread tags, etc.) or outside (e.g., pinecones, pebbles, dandelions) 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?

Self-Regulation & Well- Being

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.



Week 3: September 19th-23rd Tuesday's Activities

Story of the Week: Bloom By: Doreen Cronin

Belonging & Contributing

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.

What do you like to do for fun?

Demonstrating Literacy & Math Behaviours

Rhyming Sing Song

Sing "Down by the Bay" by Raffi

Optional: listen to the song at <https://bit.ly/38rPcnT>

*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*

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.

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:** *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.*

Problem Solving & Innovating

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?

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.*

Self-Regulation & Well-Being

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!



Week 3: September 19th-23rd Wednesday's Activities

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

Belonging & Contributing	<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>
Demonstrating Literacy & Math Behaviours	<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>Extension: Challenge yourself to find 3 items for every letter of the word Wednesday or play again with your favourite day of the week!</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? Extension: Label the drawings.</p>
Problem Solving & Innovating	<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>
Self-Regulation & Well-Being	<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 3: September 19th-23rd Thursday's Activities

Story of the Week: Bailey By: Harry Bliss

Belonging & Contributing

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.

What do you want to be when you grow up?

Demonstrating Literacy & Math Behaviours

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.

For Example:

Grownup: I hear with my little ear something that rhymes with 'moon' (and you can eat cereal with it).

Child: Spoon

Continue to play the game using different words. Possible word list: moo-shoe, mable-table, head-bed, call-ball, boy-toy, clock-sock, etc.

What's Missing?

Collect 5-10 small items inside (e.g., toy, spoon, spatula, shoe, sock, mitten) and/or outside (e.g., stick, acorn, 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.

Problem Solving & Innovating

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!

Self-Regulation & Well-Being

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?



Week 3: September 19th-23rd Friday's Activities

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

Belonging & Contributing	<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>Describe a moment where you felt the happiest?</p>
Demonstrating Literacy & Math Behaviours	<p>Fall 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 fall in Canada? (e.g., cool, colours, cloudy, sunny, crispy). What are some activities we can do in the fall? (e.g., walk, ride a bike, play at the park, collect leaves). Extension: <i>Can you write the letters that these fall 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>
Problem Solving & Innovating	<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? <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>Extension: <i>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>
Self-Regulation & Well-Being	<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! Extension: <i>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>



Week 4: September 26th-30th

Monday's Activities

Story of the Week: Best Friend Trouble By: Frances Itani

Belonging & 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 be a cat or dog?</p>
Demonstrating Literacy & Math Behaviours	<p>Name Scavenger Hunt! Using the letters in your name, find objects around your house that represent the sound of each letter. Write down the objects/tell a grownup the objects you have found! For Example: My name is Jacob.</p> <p>J - jar A - apple C - couch O - orange (shirt) B - book</p> <p>Extension: Challenge yourself to find 3 items for every letter of your name or try your last name!</p> <p>Tic Tac Toe Use stones, twigs or items around the home (e.g., coins, dry beans). Play a game of tic tac toe. Stop between or after the game and ask, “How many stones are there?”, “How many do we have in total?”, “How do you know?”. Play multiple times. How many times did you win? How many times did your play partner win?</p>
Problem Solving & Innovating	<p>Around the World : Prepare your area for play. Choose an area where there is enough space to throw or toss. 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 an open container like a laundry basket or box in the middle of your space. Place 5 markers or toys around it in a circle.</p> <p>Make sock balls. Roll a sock inside itself to make a ball. You can also use a paper ball.</p> <p>Play! Start at one spot and use the ball you made to shoot/toss from that spot until you get it in the basket. Move to the next spot and repeat until you make it around the world (until you get it in from every spot).</p> <p>Extension: Count how many shots it took to make it around the world.</p>
Self-Regulation & Well-Being	<p>Play “Head-Shoulders-Knees-Toes” to help your child learn and practice following instructions, thinking before they do an action, and staying calm/relaxed when things go wrong. Say “touch your head, shoulders, knees and toes”. Say the body part out loud when your child touches it. Do this again but in a different order (e.g., knees, head, shoulders, toes). Do this again but in a different order (e.g., toes, head, knees, shoulders). Next, say “listen to my words, touch your head” but touch your knees. Your child needs to touch the body part you said out loud “head” not knees! Try this again with a 3-5 more body parts. Extension: have the child lead the game.</p>



Week 4: September 26th-30th Tuesday's Activities

Story of the Week: Bad for them, Good for me By: Aaron Zevy

Belonging & Contributing	<p>Would You Rather?</p> <p>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 that flies or your own robot?</p>
Demonstrating Literacy & Math Behaviours	<p>Musical Movement with Words</p> <p>Find some plain paper and cut them into cards. Write the letters of the word S U N S H I N E on them. Place them around a room with the furniture pushed aside, so there is room to move and groove when the music plays. Play music of your choice and groove. The grownup will pause the music and CALL out the sound the letter makes. Your child will find the letter that matches the sound and will stand on that letter. Repeat until you have discovered all the sounds!</p> <p>Extension: Play again using the word <i>OUTSIDE, UMBRELLA, ADVENTURE, etc.</i></p> <p>Number Hunt</p> <p>Using a newspaper, magazine and/or recyclable materials go for a number hunt. Look through the materials to search for the numbers 1 through 20. When you find a number, cut it out using scissors (or rip with your hands). Keep going until you find all 20 numbers. When you are finished the hunt put the numbers in order.</p>
Problem Solving & Innovating	<p>Insects</p> <p>I WONDER what creepy, crawly insects would look like? Can you make a sculpture of an insect with nature materials? What insect will you make? What materials will you need? While you are outside, collect materials for your sculpture. Create and share it with others in your home. Optional: research different kinds of flying bugs.</p>
Self-Regulation & Well-Being	<p>Sound Walk</p> <p>With a grownup, go on a sound walk around your neighbourhood, the local park or your yard and see how many different things you hear.</p> <p>Can you check off all these sounds?</p> <ul style="list-style-type: none"> <input type="radio"/> Kids playing <input type="radio"/> Birds chirping <input type="radio"/> Cars driving <input type="radio"/> Wind blowing <input type="radio"/> Dog barking <input type="radio"/> Footsteps <input type="radio"/> Laughter



Week 4: September 26th-30th Wednesday's Activities`

Story of the Week: The Dot By: Peter H. Reynolds

Belonging & Contributing

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!

Would you rather live in a treehouse or an igloo?

Demonstrating Literacy & Math Behaviours

Musical Letters

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.

Extension: *What is a word you can think of that starts with this letter?*

Name Numbers

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?

Extension: *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?*

Problem Solving & Innovating

I Wonder!

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.

Self-Regulation & Well-Being

Play red light, green light!

With a grown up, find a safe open space (e.g., a park, a sidewalk, a driveway). Stand on one side of the space. Listen to the instructions. The grown up will call out either green light or red light. For green light you will move your body towards the grown up. For red light, you will stand still. Continue until you catch up to the grown up. Take turns being the caller. Change your movement – hop, skip, crawl on a green light.



Week 4: September 26th-30th Thursday's Activities

Story of the Week: When Pigasso met Mootisse By: Nina Laden

Belonging & Contributing

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!

Would you rather be live in the sky or under the sea?

Demonstrating Literacy & Math Behaviours

Thumbs Up/Thumbs Down for Beginning Sounds

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.

Word Pairings:

Map/Nap (down)

Apple/Alligator (up)

Light/Sound (down)

Turtle/Talk (up)

Bed/Bike (up)

Book/Read (down)

Climb/Clap (up)

Brown/Down (down)

Stick/Stamp (up)

Play/Plane (up)

Estimation Takes Practice!

During snack or lunch time try and make an estimate with a handful of food (e.g., raisins, beans, cereal, rice). What was your guess? Write that number down or tell a grownup. Now try to count to find out how close you were! How close was your estimate? Which number was bigger? How do you know? **Extension:** Try estimating with something bigger! For example: a bowl full of Lego or eggs or twist ties.

Problem Solving & Innovating

Build a Fort

Using different items around the home (e.g., pillows, table, couch, sheets) build a fort. Some prompting questions for the grownup to ask during and after the build.

How big can you make your fort?

How many rooms does your fort have?

How many entrances?

What is the name of your fort?

Who is allowed in your fort?

Self-Regulation & Well-Being

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.



Week 4: September 26th-30th Friday's Activities

Story of the Week: He Came With the Couch By: David Slonim

Belonging & Contributing

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!

Would you rather have butterfly wings or a horse tail?

Demonstrating Literacy & Math Behaviours

Clues, Clues, Clues!

Gather 10 items from around your home and hide them under something like a towel (e.g., a spoon or a toy). For each item, clap the syllables, say something that rhymes, tell what sound it starts with and what sound it ends with and stretch out all the sounds. See if you can give clues about each object to someone in your home. Are they able to guess your hidden objects?

Math Walk and Talk Go for a walk around the neighbourhood with a grownup and look for math all around you! Pay attention to things in nature, architecture and what's in the sky and on the ground!

Some examples could be:

- Find a pattern
- Find something symmetrical
- Find a collection of things and compare them - find some things that are bigger/smaller/the same size
- How many? Count them, then find a different way to count them
- Did you find a numeral or some digits?

Problem Solving & Innovating

Let's Play!

Using a basket, box, or a bag collect a variety of items in your home that are of interest to you. With a grownup check in cupboards, drawers, and closets.

Some examples could include; sheets, towels, face cloths, blankets, napkins. These items could be used for building forts or dressing up. Bowls, baking tins, eating utensils, mixing and serving utensils, funnels, sieve, canning jar rings, elastics, and aluminum foil. These items could be used for kitchen or cooking play. Add water for mixing and pouring. Add rags for cleaning play. Provide lots of uninterrupted time for the child to engage with the items. You might ask “do you have any ideas about how we might begin?”, “tell me about your...”, “I wonder what would happen if you tried ...”, “how could you make that? (taller, wider, longer)”, “how does that water sound when you pour it?”, “what did you find out when you put ____ in the water?”.

Self-Regulation & Well-Being

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). What do you notice? What can you hear? What can you smell? What can you touch?