

Instructions: Choose from the options below. Enjoy as many or as few as you have time for.

A

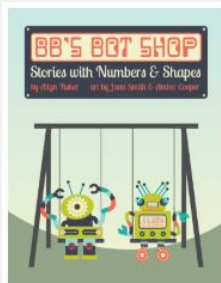
B

C

D

E

Math



[Make 5](#)

Card	Five Frame	Number Sentence
2		$2 + 3 = 5$

[Make 10](#)

Card	Ten Frame	Number Sentence
6		$6 + 4 = 10$



[Number Snake](#)



[Mathmagic](#)

Pick a card, any card and after some quick math your child can tell you the value of the card.

Click on the link above each picture, or the picture itself, for question prompts for your child.

Literacy

You may focus on reading today. Pick a favourite book and read it together! Ask your child to point out words that they know as soon as they see them! Click [here](#) for some questions you might use as you discuss what you have read.

What if...?
Inspire creativity today by asking "What if?" questions to your child (and let your child ask you!). Click [here](#) for ideas. Have fun, be creative and encourage silliness!



Earth Day
Today is a day to focus our thoughts on to how grateful we are for our planet Earth. Watch this [video called "Recycle."](#) Click the image below for an activity to show our care for Earth.



Your family may want to go on an alphabet scavenger hunt in your yard or inside your home. Please click on the image for more details!



Being a volunteer or helper makes those around us feel happy. Listen to this [book](#) about how kids can help at home. Help your child to set a goal for one way they will be a helper at home this weekend. Ask him or her to draw a picture as a reminder!

French as a Second Language

Click to read the book.



Click [here for activities.](#)

Click to read the Mathologie book and do the online activity.



Click [here for activities.](#)

Listen and sing along to "[French Number Song 1 to 10](#)"

Click on the image for activities



Listen and sing along to the [French Colour song "Arc-en-ciel"](#)

Online Activity:

[Game #2](#)

Listen and sing along to the Days of the Week song in French "[Les jours de la semaine](#)"

Click to read the book.
NOTE: You will need to create a free account to access the book.



Click [here for activities.](#)



Please click on this icon, wherever you see it, to access Indigenous content.

Choice Board Background Information:

- ✓ Choice boards were created to provide flexibility in learning at home;
- ✓ Boards were planned for divisions: K-3, 4-6, 7-8 for open, individualized learning;
- ✓ Planned with recognition that parents may currently hold various roles at home;
- ✓ Designed to enhance the materials provided by the Ministry;
- ✓ Experiential learning focus with accessible materials at home;
- ✓ Low/No tech options;
- ✓ Accessible on mobile devices.

Choice Boards- Parents Can:

- ✓ Choose as many or as few learning opportunities as desired;
- ✓ Follow the days of the week or be flexible in using the choice boards;
- ✓ Be confident that the learning is based in curriculum;
- ✓ Engage other children in the home in common experiential learning (i.e. baking, reading, playing math games, being active together);
- ✓ Click on the links provided for further learning and sample questions to ask;
- ✓ Have fun!



Explanatory Notes: LEARN AT HOME CHOICE BOARDS FOR PARENTS AND EDUCATORS



Choice Boards- Teachers Can:

- ✓ Create classroom-based choice boards for students while they are learning at home;
- ✓ Incorporate ideas from the choice boards into teaching practices, daily and weekly planning;
- ✓ Explore and incorporate new resources into classroom learning;
- ✓ Engage students and families in virtually sharing learning with one another;
- ✓ Expand on activities in order to provide individualized learning opportunities;
- ✓ Incorporate other UCDSB resources (i.e. Math Tool, VLC, links) to extend student learning.

Choice Board Activities Provide:

- ✓ Clear connections to curriculum expectations and process skills;
- ✓ Open activities with options to individualize learning;
- ✓ Accessibility (many require little to no technology);
- ✓ Math – focus on numeracy skills;
- ✓ Literacy – focus on reading, writing, oral language and media literacy;
- ✓ French learning opportunities;
- ✓ Health and Physical Well-Being ;
- ✓ Opportunities to foster connections within the household;
- ✓ Focus on conversation and thinking.

Monday – Reading Together

21 Questions to Ask Your Child About a Book

Talking to your children about the books they read is one of the best ways to support your child's literacy development. Your child needs to engage in critical thinking to discuss a book — a key skill for success in school as well as life. Here are some tips on how to start and sustain a book discussion with your child:

Before your child reads a book, ask:

Why did you select this book?

What makes you think this book is going to be interesting?

What do you think the book is going to be about?

Does this book remind you of anything else you've already read or seen?

What kind of characters do you think will be in the book?

What do you think is going to happen?

While your child is reading a book, try asking:

Will you catch me up on the story? What's happened so far?

What do you think will happen next?

If you were that character, what would you have done differently in that situation?

If the book was a TV show, which actors would you cast in it?

Where is the book set?

If the main character in that story lived next door, would you be friends?

What does the place look like in your head as you read? Would you want to visit there?

Did you learn any new words or facts so far?

After your child has finished a book, ask questions like:

What was your favorite part of the book? Why?

Who was your favorite character? Why?

What was the most interesting thing you learned from the book?

Why do you think the author wrote this book?

Would you have ended the book differently? Did it end the way you thought it would?

Did the problem of the book's plot get solved?

If you could change one thing in the book, what would it be?

Reference:

<https://lexile.com/parents-students/tools-to-support-reading-at-home/21-questions-ask-child-book/>



Tuesday - What if...?

- What if you were no bigger than your thumb?
- What if robins could talk? What stories would they tell?
- What if you had wings?
- What if your house was made of gingerbread?
- What if your stuffed animals could talk? What would they say?
- What if you could eat anything you wanted for a week? What would you eat?

Have a **conversation** about each question – encourage fun and silliness!

Your child might **draw a picture** to represent one of your conversations.

Support your child to **write** a few words or a simple sentence to describe the picture.





Wednesday – Earth Day

- Help your child to trace one of their hands. Cut out the tracing.
- On the palm of the hand tracing, your child could draw a picture of one way he or she can help the Earth. Ask about new ideas they learned in the video which they could use as their idea.
- Display your Earth Day hand on the refrigerator for your family to see and discuss throughout the week!





Thursday – Alphabet Scavenger Hunt

- You might do this orally or in writing. You may wish to fold a piece of paper into 4 pieces and use each piece for the alphabet book (total of 8 squares front and back). You would need to use 3 pieces of paper in total (24 squares). Label each part with a letter of the alphabet or ask your child to.
- Look around your house and/or your backyard (outdoor space) for items which begin with each letter of the alphabet. Your child might take a photo, draw a picture OR write the word on the list with the support of an older sibling or adult in the home. Once the word is written, your child might want to trace over the letters in the word while saying each letter out loud.
- Share your alphabet book with a family member. Here is an example of what each page might look like:





[Read the story together.](#) (story follows)

As you read the story count the shapes.

Have your child create a robot using shapes and describe it to you. They could build their robot out of Lego, play dough, draw it, outside with sticks and rocks, etc.





BB's Bot Shop

Story by Allyn Fisher

Art by Amber Cooper • Original drawings of children by Tyson Smith

The Math Learning Center, PO Box 12929, Salem, Oregon 97309
(800) 575-8130 • www.mathlearningcenter.org

©2017 by The Math Learning Center

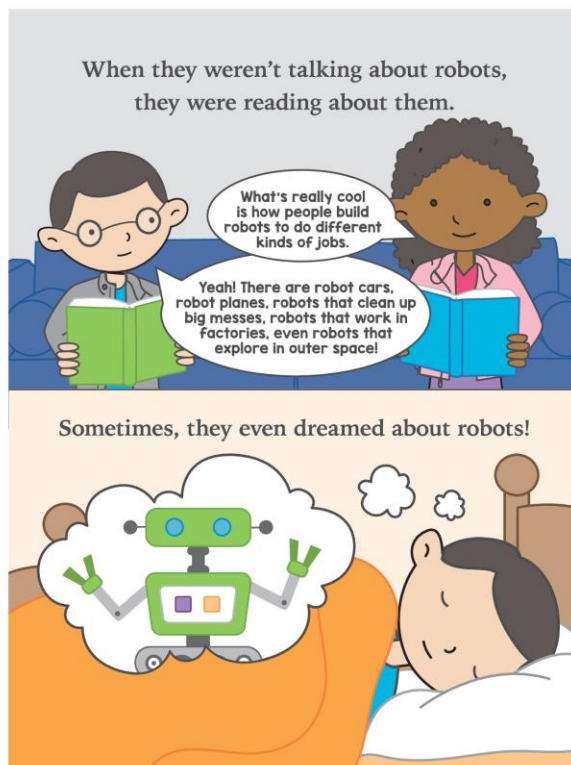
All rights reserved.

Printed in the United States of America.

First Printing 2017

This story is excerpted from the read-aloud books included in the Bridges in Mathematics Pre-K curriculum. This math-rich collection features theme-based counting and numeral recognition, sequencing, shapes and locations, and very early addition and subtraction. For more information about these books, including how to order the full printed collection of nine titles, visit store.mathlearningcenter.org/bridges-2nd-edition/2bprkread.asp.

The Math Learning Center is a nonprofit organization serving the education community. Our mission is to inspire and enable individuals to discover and develop their mathematical confidence and ability. We offer innovative and standards-based professional development, curriculum, materials, and resources to support learning and teaching. To find out more, visit us at www.mathlearningcenter.org.



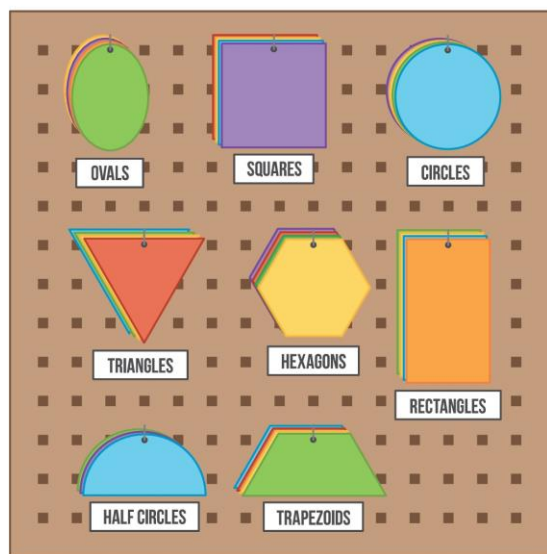
They loved robots so much they decided to build their own robot shop.



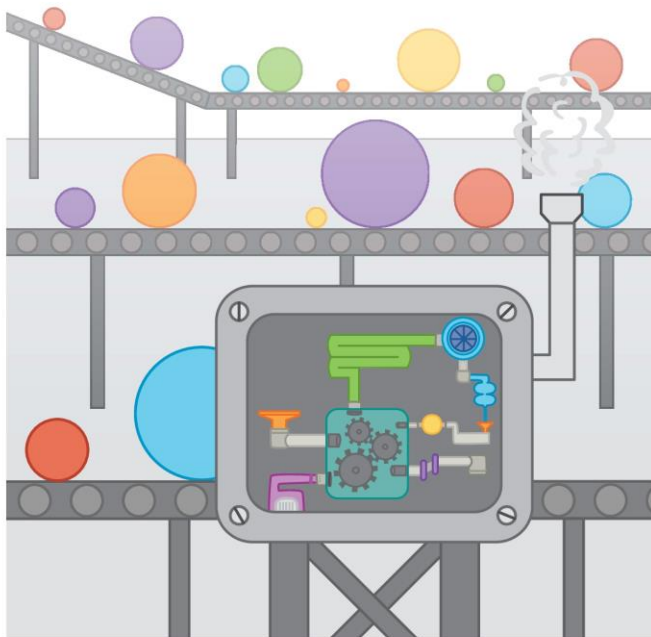
On Monday, the shop was finished. Now it was time to start making robots.

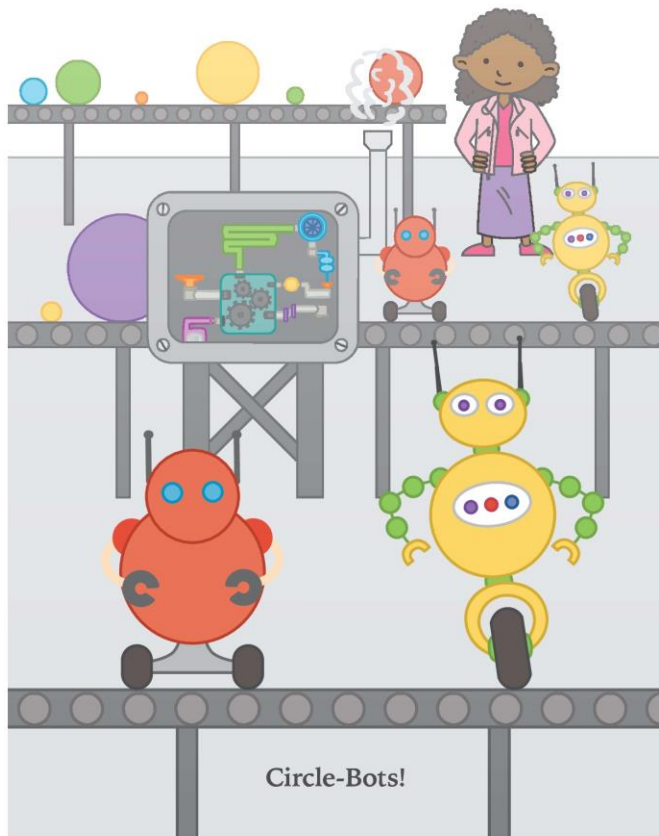


On Tuesday, Becca and Brian checked their supply of shapes to see if they had everything they needed to make the robots.

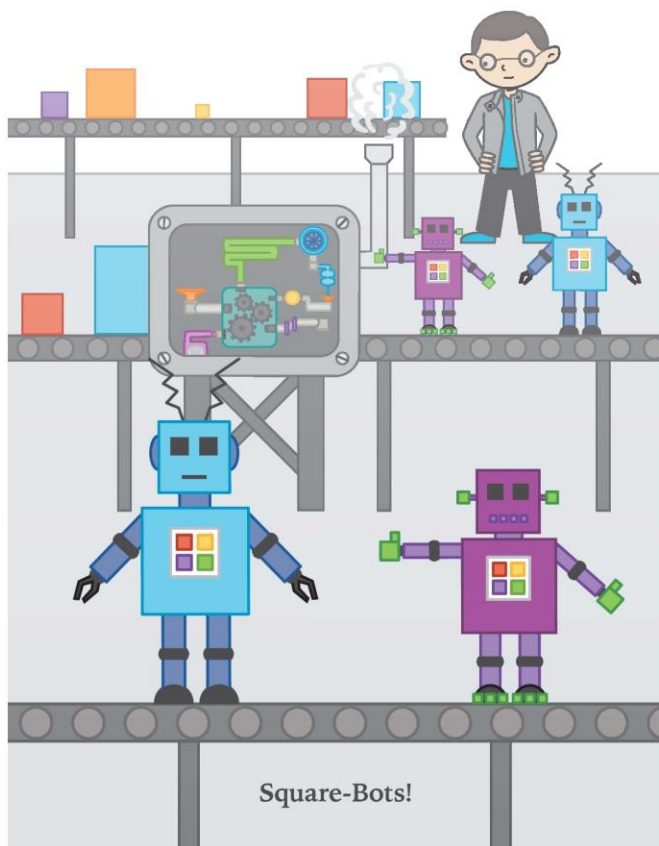
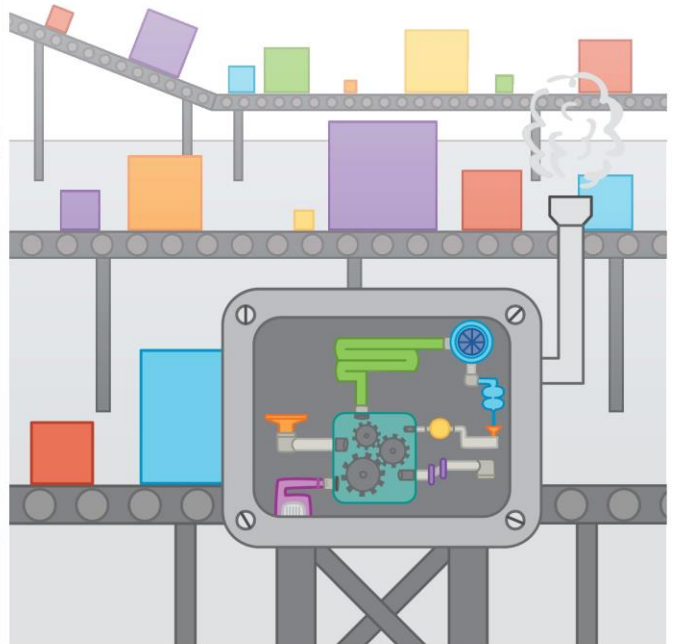


On Wednesday, they picked out the shapes they wanted and put them into their special robot-making machine. Can you imagine what came out the other side?

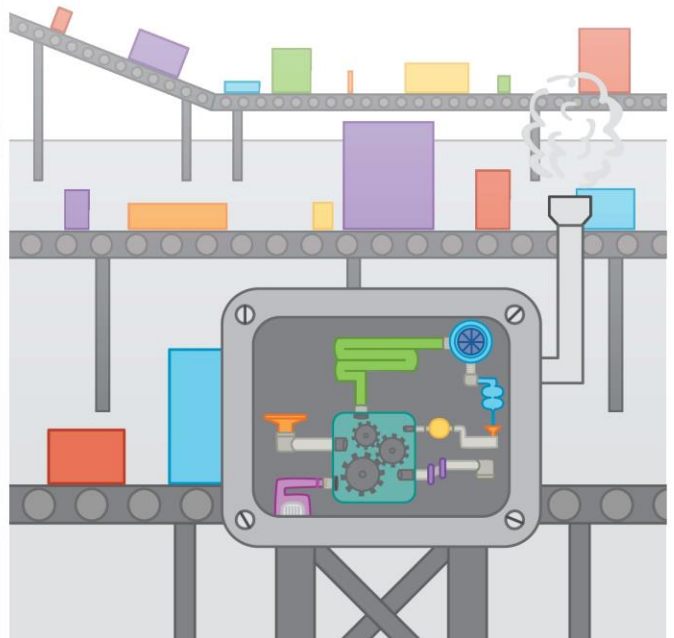


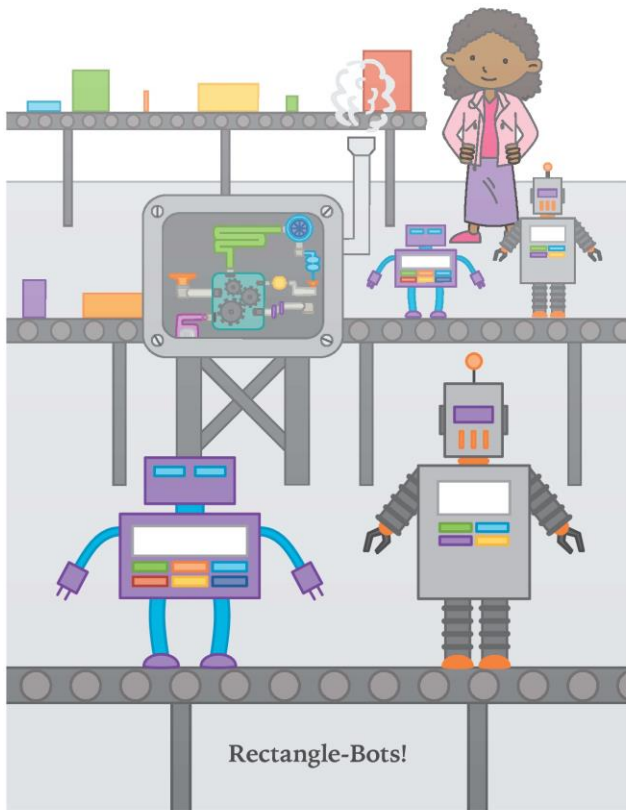


On Thursday, they picked out some different shapes and put them into their special robot-making machine. Can you imagine what came out the other side?

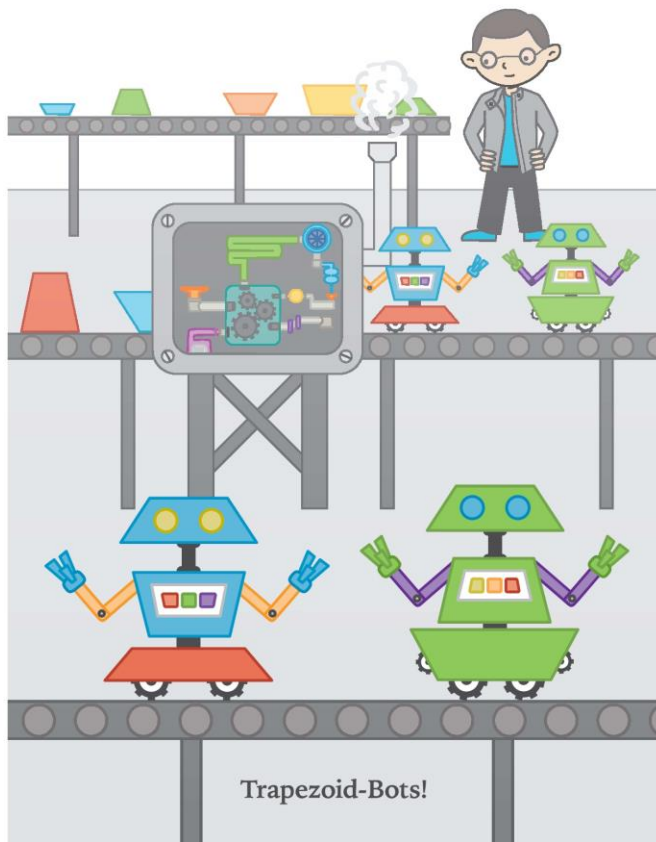
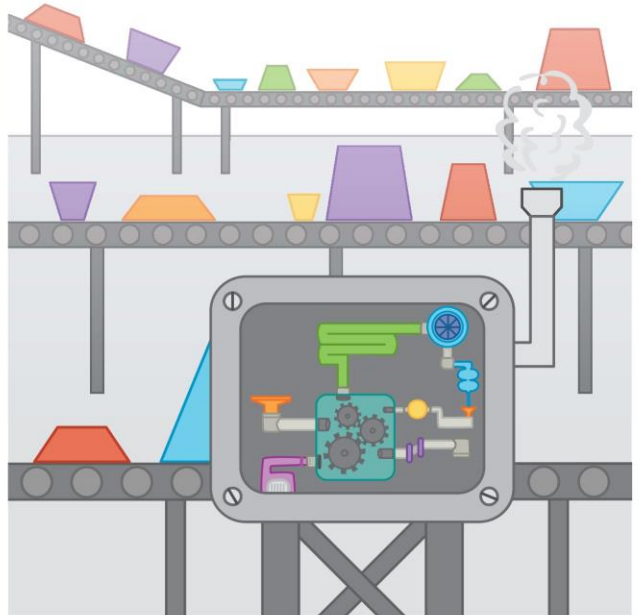


On Friday, they picked out some more shapes and put them into their special robot-making machine. Can you imagine what came out the other side?





On Saturday, they picked out even more shapes and put them into their special robot-making machine. Can you imagine what came out the other side?



On Sunday, BB's Bot Shop was open for business. Becca and Brian invited all their friends to the grand opening, and everyone got a free robot!



Card	Five Frame	Number Sentence
2		$2 + 3 = 5$
		
		
		
		
		

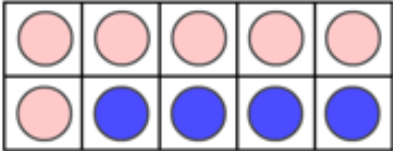
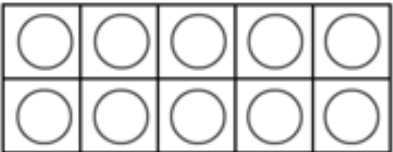
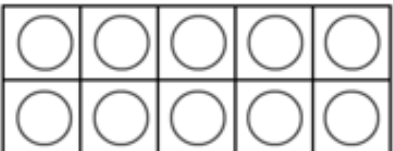
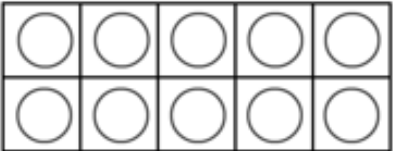
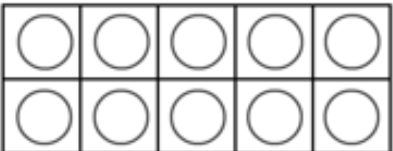
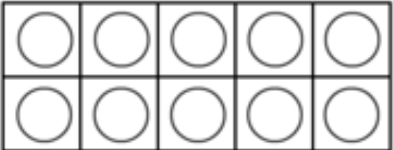
Required Materials:

- Playing cards using only A - 5
- Five frame (you can print out this slide, or draw a rectangle with five partitions)
- 2 different colour crayons, markers, pencil crayons

Instructions:

- Choose a playing card.
- Write the number of the card.
- Colour in the corresponding number of circles on the five frame.
- Colour in the remaining circles on the five frame
- State the number sentence that goes with the five frame.



Card	Ten Frame	Number Sentence
6		$6 + 4 = 10$
		
		
		
		
		

Required Materials:

- Playing cards with face cards removed
- Ten frame (you can print out this slide, or draw a rectangle with ten partitions)
- 2 different colour crayons, markers, pencil crayons

Instructions:

- Choose a playing card.
- Write the number of the card.
- Colour in the corresponding number of circles on the ten frame.
- Colour in the remaining circles on the ten frame
- State the number sentence that goes with the ten frame.



SIMON SAYS FITNESS DISGUISED AS FUN

Get your kids moving by playing Simon Says with these fun yet physical activities. You decide when or if you say "Simon Says"!

Shake your whole body.	Hold your arms out at your side and make circles with them in the air.	Reach behind you and try and hold your left foot with your right hand without falling over.
Jump up and down.		
Spin around in circles.	Hop on your left foot 10 times.	Lay on the floor and stretch out as far you can for 10 a count of 10.
Do a cartwheel.	Hop on your right foot 10 times.	
Do a somersault.		Pretend to shoot a basketball 10 times.
Wave your arms above your head.	Hop around like a bunny.	Pretend to jump rope for a count of 10.
Walk like a bear on all 4s.	Balance on your left foot for a count of 10.	
Walk like a crab.	Balance on your right foot for a count of 10.	Pretend to ride a horse.
Hop like a frog.	Bend down and touch your toes 10 times.	Pretend to milk a cow.
Walk on your knees.	Reach behind you and try and hold your right foot with your left hand without falling over.	Take 5 of the biggest steps forward that you can.
Lay on your back & pedal your legs in the air like you are on a bike.		Pretend to lift a car.
Pretend to sit in an invisible chair 5 times - sit then stand, sit then stand, etc.	Show off the muscles in your arms.	Do the strangest dance you can think of.
		Scream.



<https://www.730sagestreet.com/keeping-kids-healthy-active/>

One Person is Simon. Simon then gives commands to the others. Be sure to include a number value (this will help your child with their counting and order). For example: "Simon say jump 5 times" or "Simon says touch your toes 3 times". Pick an action and a number of times to complete the action. Don't forget, if you do the action and the person doesn't say "Simon says" you are out. Take turns being "Simon".



Number Snake



Required Materials: Deck of cards with the face cards removed

Goal: Be the first person to place your numbers in order.

Instructions:

- Take turns flipping over a card from the pile.
- Place it down in front of you.
- If you flip over a card you already have, you can discard it or give it to your opponent.
- Every time you flip a card, you place it in the correct place in front of you.

Questions to ask:

- *"Can you read that number?"*
- *"Why did you place the __ card there?"*
- *"What card would go before the __?" (Or after, or in between)*
- *"What card are you hoping to get next?"*
- Most importantly, if a student places a card in the wrong spot, DON'T correct them. The best way for them to figure it out is to keep playing. As they pick up more cards, they will identify their own errors and self-correct, which is a much more powerful way of learning than being told, "The 9 is in the wrong spot."

Consider this:

If your child does not yet know their numbers to 10, only go to 5, or 7. Go to where they know and slowly add in extra numbers.

[Watch the game being played here.](#)



Mathemagic Make 10

Required Materials: A deck of cards, with the face cards removed

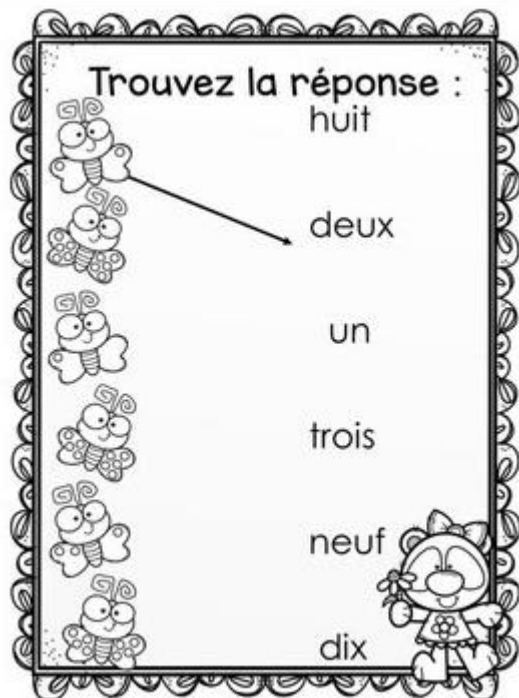
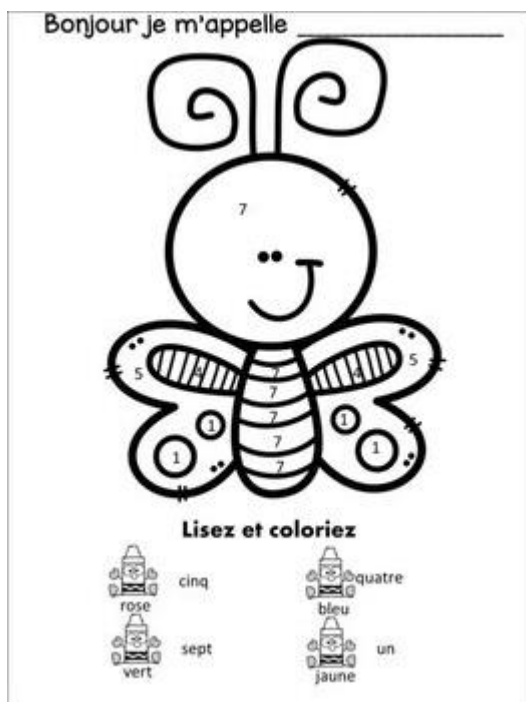
Instructions:

- Have your child get you to "Pick a card, any card." Look at your card, but keep it private. Set it face down, off to the side.
- Lay out all the other cards in an array (a rectangle of rows and columns).
- Take turns picking up pairs of cards that make ten. Each time you pick up the cards, say the addition sentence (fact) that goes with the cards. For example: you pick up an 8 and a 2. " $8 + 2 = 10$ " if you pick up a ten, you would say " $0 + 10 = 10$ or $10 + 0 = 10$ "
- When you get down to one card, the missing addend will be the value of the hidden card.



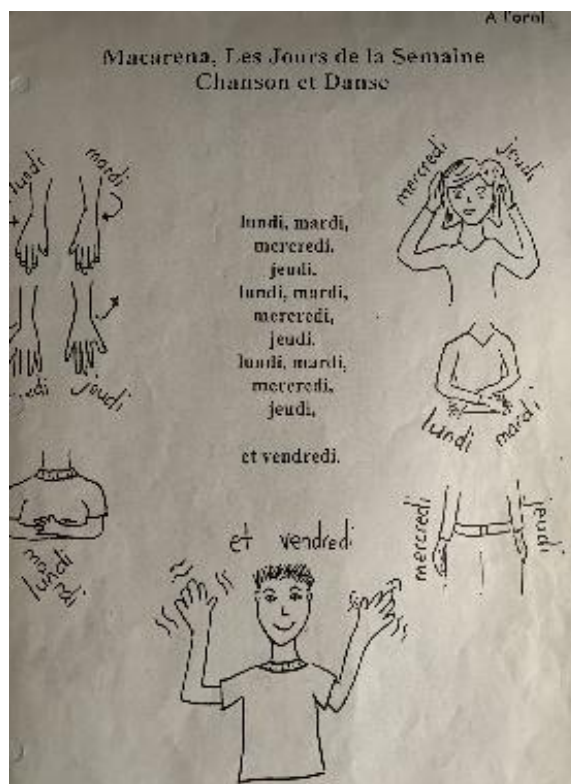
FSL – Wednesday Activities

- Print (if possible) and complete the following activities for numbers 1 to 10 in French.
- If you cannot print, gather objects (macaroni, rocks, toys, etc...) and put them in piles. Ask your child to count in French how many are in each pile then write the number.
- Read the Mathologie book ["Au parc avec Wilaiya"](#) and do the online activity that follows.
- Click on the book for additional activities.



FSL – Friday Activities

- Your child can create their own book for the Days of the Week in French - “Les jours de la semaine”.
- Try to sing the days of the week in French while dancing the Macarena! (See picture below for the song and dance.)



Kindergarten Program Connections

Note: Highlighted expectations are addressed through this menu

Belonging and Contributing (BC)	1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts 3. identify and use social skills in play and other contexts 4. demonstrate an ability to use problem solving skills in a variety of contexts, including social contexts 5. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community 22. communicate their thoughts and feelings, and their theories and ideas, through various art forms 25. demonstrate a sense of identity and a positive self-image 26. develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being 27. recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination 28. demonstrate an awareness of their surroundings 29. demonstrate an understanding of the natural world and the need to care for and respect the environment 30. demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musician through engagements in the arts 31. demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts
Self Regulation and Well-Being (SRWB)	1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts 2. demonstrate independence, self regulation, and a willingness to take responsibility in learning and other endeavours 3. identify and use social skills in play and other contexts 4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts 6. demonstrate an awareness of their own health and well-being 7. participate actively and regularly in a variety of activities that require the application of movement concepts 8. develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts 22. communicate their thoughts and feelings, and their theories and ideas, through various art forms
Demonstrating Literacy and Mathematics Behaviours (DLMB)	1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts 9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts 10. demonstrate literacy behaviours that enable beginning writers to communicate with others 11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators 12. demonstrate an understanding and critical awareness of media texts 14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings 15. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships 16. measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time, through inquiry and play-based learning 17. describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects, through investigation 18. recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next 19. collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts 20. apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other context 21. express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities 22. communicate their thoughts and feelings, and their theories and ideas, through various art forms
Problem Solving and Innovating (PSI)	1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts 4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts 6. demonstrate an awareness of their own health and well-being 9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts 10. demonstrate literacy behaviours that enable beginning writers to communicate with others 13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating) 14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings 20. apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other context 22. communicate their thoughts and feelings, and their theories and ideas, through various art forms 23. use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts 24. use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)