
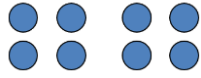
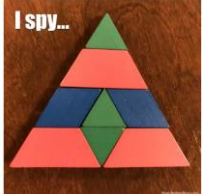

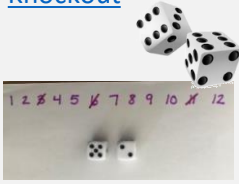






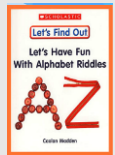








**Instructions:** Choose from the options below. Enjoy as many or as few as you have time for.

	A	B	C	D	E
Math	Talking about Math:				
	<p>Talk about a situation where 5 is a big number. When is 5 a small number?</p>	<p><a href="#">Math Before Bed</a></p> 	<p>How many dots? How do you see them?</p> 	<p>I spy...</p> 	<p>I rolled 2 regular dice. The sum of their pips (dots) was 5. What numbers could I have rolled? How do you know?</p>
	Games and Other Activities				
	<p><a href="#">Backyard Measurement Scavenger Hunt</a></p> 	<p><a href="#">Knockout</a></p> 	<p>Mix and Create Outdoor Chalk Paint</p> <p>Find recipes <a href="#">here</a></p>	<p><a href="#">Math Puzzles Outside</a></p> 	<p><a href="#">Tug of War</a></p> 
Literacy	<p><b>Sight Word Sensory Bags</b></p> <p>Practice sight words in a fun, interactive activity. Click here:</p> 	<p><b>My Name!</b></p> <p>Your child explores the letters in their name with this writing/art activity. Click the picture:</p> 	<p><b>Cheery Chains</b></p> <p>Is there a particular topic which your child loves to talk about? Record this conversation using cheery chains. Click the image for details:</p> 	<p><b>Making Connections</b></p> <p>When we read a book, we often say, "That reminds me of..." and we think of a time in our own life to help us understand and connect with our book. Click <a href="#">here</a> for an activity.</p> 	<p><b>Alphabet Riddles</b></p> <p>As you read the book, notice the rhyming words! Write them down and see if you can think of others. Click the image for directions:</p> 
	<p>Read the Mathologie book "<a href="#">Le mur du château</a>" and do the online activity that follows.</p> <p>Click image for activities.</p> 	<p>Discover yoga through the eyes of a zebra that lives in the Savanna!</p> <p>Click image to begin your mini-yoga adventure!</p> 	<p>Listen and sing along to the French alphabet song "<a href="#">L'alphabet en français.</a>"</p> <p>Click image for activity.</p> 	<p>Read the Mathologie book "<a href="#">Beaucoup de bruit</a>" and do the online activity that follows.</p> <p>Click image for activity.</p> 	<p>Listen and sing along to the French numbers song "<a href="#">Les chiffres de 1 à 20.</a>"</p> <p>Click image for activity.</p> 
French as a Second Language	<p>Please click on this Icon, wherever you see it, to access Indigenous content.</p> 				

## 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

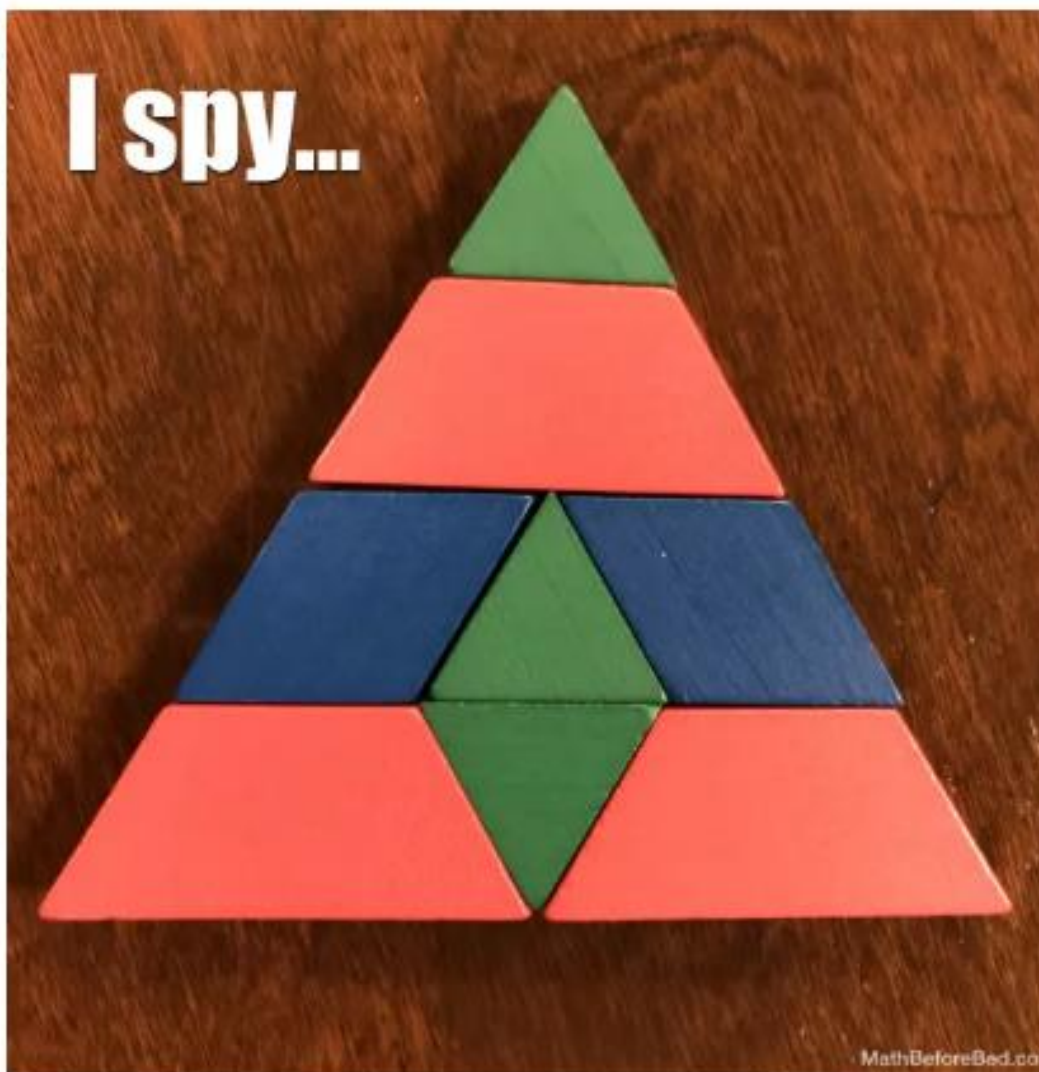


## Choice Boards - Teachers Can:

- ✓ 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.



<https://mathbeforebed.com/2018/05/23/i-spy/>

What do you notice?

What do you wonder?

How many of each shape are there?

How many green triangles make up a blue rhombus?

How many green triangles make up a red trapezoid?

Extension: If a green triangle is worth 1, how much would the shape be worth?

# Backyard Math Scavenger Hunt

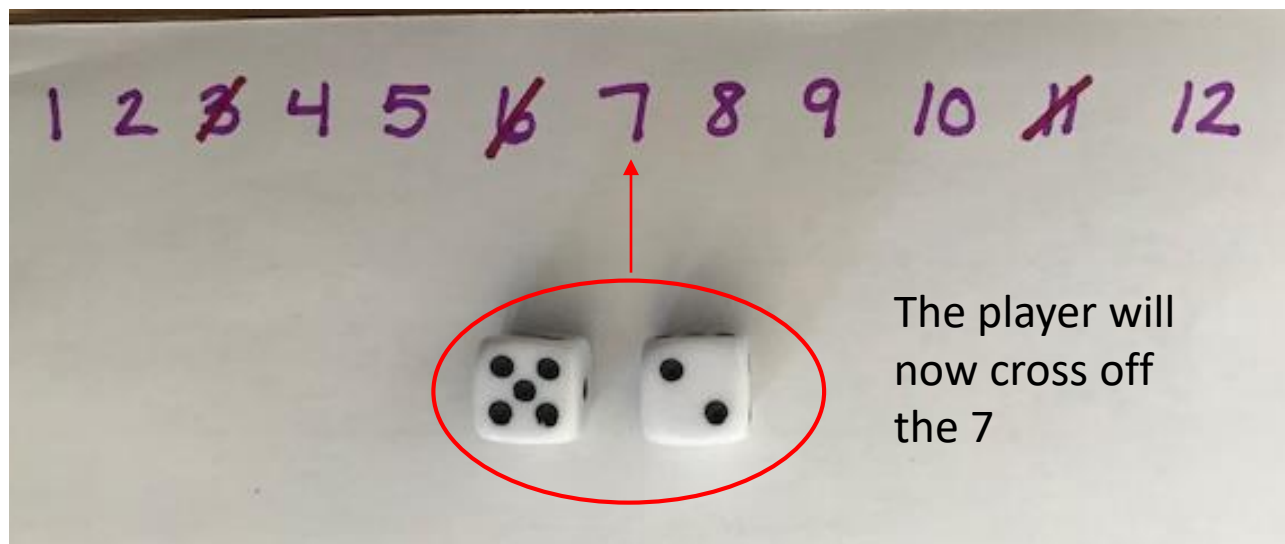
While outside in your yard, or on a walk with your family, see if you can find the items in the table below. If you have a ruler or a measuring tape take it with you. If you don't have one, find something you can use to measure with (i.e., a pencil, the width of your finger, the length of your foot).

Item	Measurement / Picture
Find 5 sticks and put them in order of smallest to biggest. How long is the biggest? What is the length of the shortest?	
Using your steps, measure the width of your backyard.	
Measure the length of a leaf.	
Find 4 rocks. Can you place them in order from lightest to heaviest?	
Find something in the shape of circle.	
Find something in the shape of a triangle.	
Find a pattern.	
What's the smallest thing you can measure? How small is it?	
What's the largest thing you can measure? How large is it?	



# Knockout

Sometimes known as Shut the Box



## Required Materials:

- ☐ 2 dice
- ☐ Paper for recording the numbers 1 - 12
- ☐ Paper for recording score

## Instructions:

1. Determine the number of rounds you want to play (we usually play 3)
2. Each player writes the numbers 1 – 12 in a row at the top of their paper
3. Players take turns. On each turn the player will:
  - Roll the dice
  - Find the sum of the dice
  - Cross off that number
  - Play moves to the next player
4. When each player is unable to cross off a number they are out. Their score is the sum of all the numbers not crossed off.
5. Goal: have the lowest score after 3 rounds.

## Variations:

1. Cross off numbers that also equal the sum of the dice rolled. For example if you roll a 4 and 3. You could cross off a 5 and 2, or the 7.  
\*You may wish to only play with the numbers 1 – 9
2. Allow for addition and subtraction.



# Create Outdoor Chalk Paint



## Recipe 1:

### Ingredients:

crushed chalk and water

### Instructions:

1. Crush chalk
2. Add water by the tablespoon until you are happy with the consistency

Note: if it gets too thin, let it sit a while and it will thicken up. If it gets too thick, thin-out with a little more water.

<http://www.learnplayimagine.com/2014/05/two-ingredient-sidewalk-chalk-paint.html?m=1>

## Recipe 2:

### Ingredients:

Flour

Water

Food colouring

### Instructions:

1. Measure some flour into a container
2. Add several drops of food colouring
3. Add water that is equal to half the amount of flour
4. Mix until there are no lumps

Note: if it gets too thin, let it sit a while and it will thicken up. If it gets too thick, thin-out with a little more water.

<http://earlylearning.momtrusted.com/2013/04/flour-sidewalk-paint/>

## Recipe 3:

### Ingredients:

Cornstarch

Water

Food colouring

### Instructions:

1. Measure some cornstarch into a container
2. Add an equal amount of water
3. Mix until there are no lumps
4. Split the mixture into separate containers and add food colouring
5. If the mixture is too thick to paint, add a little more water

<https://ladyandtheblog.com/how-to-make-diy-sidewalk-chalk-paint/>



# Math Puzzles Outside



## Number Line Run:

Use your chalk paint (or chalk) to create a number line outside. Practice counting forward and backward.

Start on zero and count by 2's, jumping each count. Can you count by 2's starting on another number?

Pick a number and count backwards by 1's, 2's, 3's and 5's.

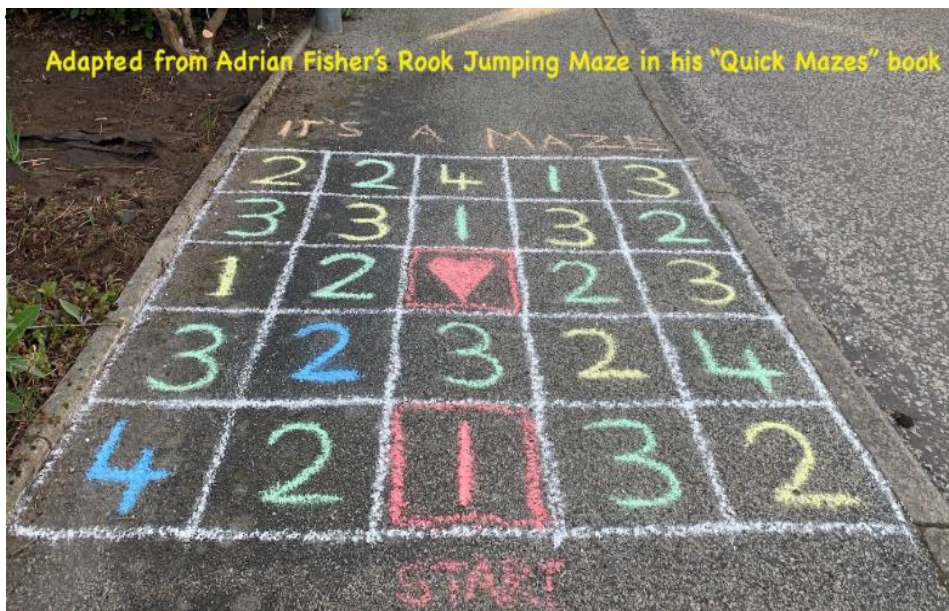
Pick a number to start on, roll a die and add or subtract that number to get to the answer.

Activity adapted from

<https://www.coffeecupsandcrayons.com/number-line-run-math-game/>

## Instructions:

1. Draw/paint this 5 x 5 grid on the driveway or sidewalk.
2. Start at the 1 in the bottom-center square.
3. Then, jump 1 space in any direction (front, back, left, right) but NOT diagonal.
4. You can jump, in any direction, the number of squares indicated by the square you are standing on.
5. Goal: Reach the heart in the center.



<https://twitter.com/CreativeSTAR/status/1250333479369228291?s=20>

# Tug of War

adapted from <https://kinderdiva.blogspot.com/2012/09/on-roll-with-dice-games.html>



## Required Materials:

- ☐ Deck of cards, using only Ace through 6 (or a standard die)
- ☐ Gameboard drawn to look like the one below (21 squares, with the center square coloured-in)
- ☐ A token that fits in one square of your game board

## Instructions:

- ☐ Place the token on the center square.
- ☐ Players sit at opposite ends of the board.
- ☐ Players take turns flipping a card. They say the number and move the token that many spaces toward themselves.
- ☐ The next player takes a turn, flips a card, and moves the token the shown number of spaces toward themselves.
- ☐ A player wins when they move the token off their end of the gameboard.

## Considerations:

- ☐ While playing, make sure that your child is counting each individual space carefully.
- ☐ Ask questions: "What card are you hoping for? Why?"; "What card do you not want me to get?"







# Activity A - Sight Word Sensory Bags

Activity adapted from: <https://handsonaswegrow.com/i-spy-sensory-bag/>

## **Materials:**

large baggie

cardstock/cardboard/piece of paper

rice/tiny pasta/sand/other material to put into the bag

list of words chosen

**Goal:**  
**to be able to read**  
**sight words**  
**automatically**

## **Direction for this activity:**

Cut a piece of paper or cardstock to fit into a freezer size baggie (or use the size of baggie available to you).

Choose and write down six to nine of the sight words from this list provided on the next page. Spread the words out on the page.

Insert the paper with the sight words into the baggie.

Pour enough rice or sand or other easily moved material into the bag to cover the list of sight words. Seal the bag tightly.

Encourage your child to use their fingers (fine-motor skills) to move the materials around in the bag to reveal the sight words one at time.



As a sight word is found, your child might do one of the following, depending on their unique needs:

- 1- use their finger to trace the word on the page through the baggie;
- 2- check the word off on a checklist (which a parent created and left out of the bag); or,
- 3- write the words on a piece of paper as they find them.



# Activity A - Sight Word Sensory Bag

Choose from the sight words below for your sensory bag:

a	am	an	and	can
do	for	go	has	have
he	here	I	in	is
it	like	look	me	my
no	play	said	see	she
so	the	to	up	we




# Activity B – My Name!

Option #1: Use the format below.  
Print or reproduce by hand.

Option #2: Explore using paper cut into circles.

- 1 – Your child might write each letter of their name on a piece of paper.
- 2 – Cut an egg carton so that there are 10 cups (this creates a 10 frame)
- 3 – Your child might sort the letters of their name into each cup to find out how many letters.
- 4 – Glue the letters onto a larger piece of paper. Decorate to form the letters into a caterpillar. Draw a picture of something that starts with the same letter underneath. Post on their bedroom door!

**My Name!**



**In A Ten Frame:**


I have \_\_\_\_\_ letters in my name!

A picture of something that starts with my first letter:

[http://www.teacherspayteachers.com/Store/Charlottes-](http://www.teacherspayteachers.com/Store/Charlottes-Clips-4150)

[Clips-4150](http://www.teacherspayteachers.com/Store/Charlottes-Clips-4150)



## Activity C – Cheery Chains

What topic does your child love to talk about?

Examples could include:

- spring animals
- farm animals
- pets
- a game
- a movie

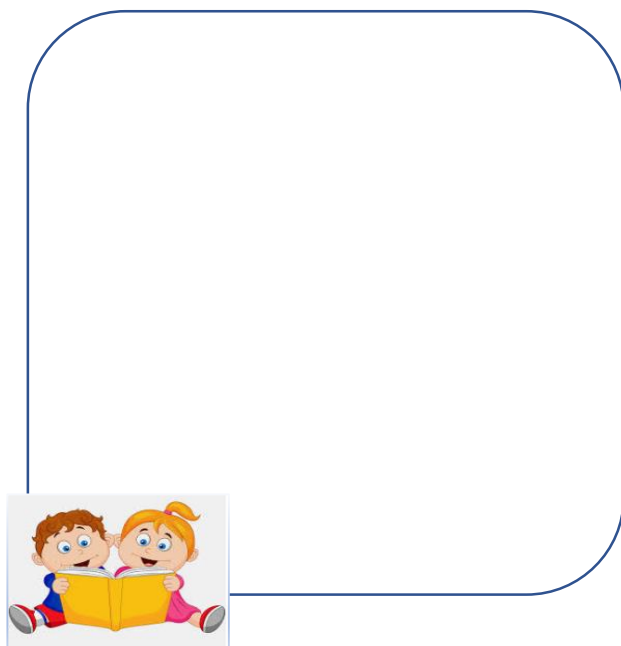
Brainstorm with your child a list of words associated with this topic. Write these words down on paper strips. Work with your child on hearing and identifying the beginning sound in each word as you write them. If your child shows interest, they may draw a picture with the words.

Connect the words into chains and encourage your child to try and read the words on the chains.



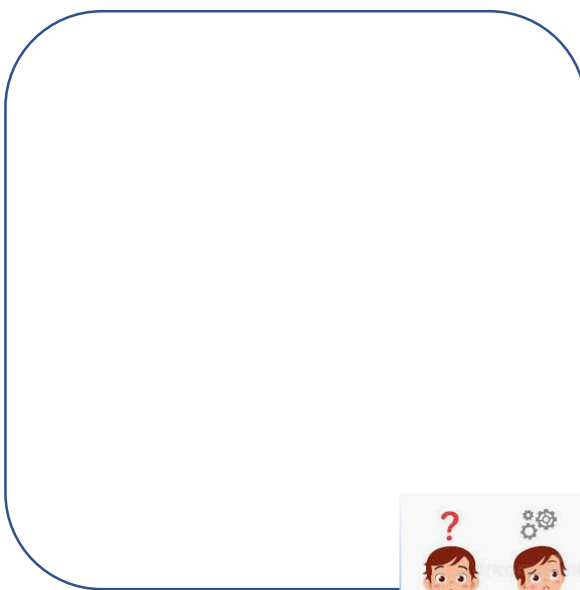
# Activity D – Making Connections

## Text-to-Self Connections



This part of the book...

What happened in the book that reminded you of your own life? Draw a picture of this part of the book that you made a connection with.



Reminds me of...

What experience in your own life did this book make you think of? Draw a picture of the part of your life or the experience that you thought of.





# Activity E – Alphabet Riddles

To access the book, please follow these steps:

1 – Click on this image for the link the access the Scholastic website:



\*The instructions below apply to when you have accessed the website from the above link. The pictures below are for instruction only. They are not links.

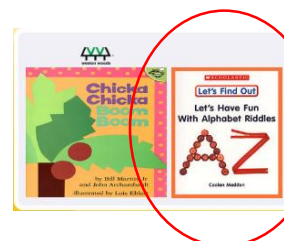
2 – Once on the Scholastic website, choose Book Flix:



3 – The book is in the ABC's and 123's category. Choose this image on the website:



4 – Here is the book. Click the cover page to read it!





# FSL – Monday Activity

## Avant Lecture / Pre-Reading

*Lire le titre et discuter la couverture. / Read the title and discuss the cover.*

- Ask your child for example:
- 1. À quoi vous fait penser le titre “*Le mur du château*”? / What does the title “*The Wall of the Castle*” make you think about?
- 2. Que savez-vous au sujet des châteaux? / What do you know about castles?
- 3. Dans cette histoire, les ouvriers construisent le mur d’un château. Qu’est-ce que vous aimez construire avec vos blocs de construction (matériels de construction)? In this story, the workers are building the wall of a castle. / What do you like to build with your construction blocks (building materials)?
- 4. D’après vous, qu’est-ce qui serait difficile dans la construction d’un mur de château? / What do you think would be difficult about building a wall for a castle?
- Lisez l’histoire à voix haute et encouragez votre enfant à deviner le danger que le roi voit s’approcher de son nouveau château. / Read the book aloud and encourage your child to guess the danger the king sees coming towards his new kingdom.

## Pendant Lecture / During Reading

1. Regarde le début, la fin des mots et la ponctuation. / Look at the initial/ending sounds of the words and the punctuation.
2. Trouve les mots qui riment. / Find words that rhyme.
3. Quelle est la structure qui se repète dans ce livre? / What is the pattern that repeats in this book?
4. Trouve 3 nouveaux mots dans le livre. / Find 3 new words in the book.

## Post-lecture / Post-reading

1. Quelle est ta partie préférée du livre et pourquoi? / What was your favourite part and why?
2. De quelle partie tu te souviens? / What do you remember about the book?
3. Qu’est-ce qui est arrivé au début, à milieu et à la fin du livre? / What happened at the beginning? The middle? Or the end of the book?
4. Peux-tu penser à une histoire similaire? / Can you think of a similar story?
5. Pense à un autre fin pour le livre. / How would you change the ending of the book?
6. Est-ce que le livre était facile, difficile ou très difficile? / Was the book easy difficult or very difficult?



# FSL – Wednesday Activity



Créer un mini-dialogue et pratiquer d'épeler son nom en français! /  
Create a mini-dialogue and practice spelling your name in French!  
(Partners make sure to switch so that each person has a turn to spell  
their name in French.)

*EXAMPLE (replace the bold sentences with your own dialogue):*

- Bonjour!
- **Salut!**
- Comment t'appelles-tu?
- **Je m'appelle Pierre.**
- Pardon?
- **Je m'appelle Pierre. P-I-E-R-R-E.**
- Ah! Bonjour, Pierre!



# FSL – Friday Activity



## Jouer le jeu “**Buzz (0-20)**”. / Play the game “**Buzz (0-20)**”.

*This is a quick game that may be played by two or more players and children love it!*

- Tell players “Levez-vous” (Stand up).
- The first player starts by counting ‘0’ or ‘0,1’.
- The next player counts the next one or two numbers (en français!)
- Continue to take turns counting until you reach vingt (20). The player that ends up at ‘vingt (20)’ must sit down. -If more than two players, start over again at ‘0’ until one player remains. He/She is the winner.
- Players must pay attention to where they are in the game. If they do not know what number they are at they must sit down.
- If anyone is caught talking while it is not their turn, they must also sit down.
- The game can be played where children can count up to two or three numbers at a time, but the limit must be set at the beginning of the game.



Before, we had learned that some stories are meant to teach us how to behave and how to treat others. Remember the Inuit story of Raven and Owl? Stories aren't always meant to teach us such lessons. Often different peoples tell their "Origin" or "Creation" stories. These are stories which explain how things came to be.

Watch this video to hear another story about Raven. This time from another group of people.

[Story Time for Kids - Raven](#)





# Kindergarten Program Connections

Note: Highlighted expectations are addressed through this menu

Belonging and Contributing (BC)	<ol style="list-style-type: none"> <li>1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts</li> <li>3. identify and use social skills in play and other contexts</li> <li>4. demonstrate an ability to use problem solving skills in a variety of contexts, including social contexts</li> <li>5. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community</li> <li>22. communicate their thoughts and feelings, and their theories and ideas, through various art forms</li> <li>25. demonstrate a sense of identity and a positive self-image</li> <li>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</li> <li>27. recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination</li> <li>28. demonstrate an awareness of their surroundings</li> <li>29. demonstrate an understanding of the natural world and the need to care for and respect the environment</li> <li>30. demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musician through engagements in the arts</li> <li>31. demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts</li> </ol>
Self Regulation and Well-Being (SRWB)	<ol style="list-style-type: none"> <li>1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts</li> <li>2. demonstrate independence, self regulation, and a willingness to take responsibility in learning and other endeavours</li> <li>3. identify and use social skills in play and other contexts</li> <li>4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts</li> <li>6. demonstrate an awareness of their own health and well-being</li> <li>7. participate actively and regularly in a variety of activities that require the application of movement concepts</li> <li>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</li> <li>22. communicate their thoughts and feelings, and their theories and ideas, through various art forms</li> </ol>
Demonstrating Literacy and Mathematics Behaviours (DLMB)	<ol style="list-style-type: none"> <li>1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts</li> <li>9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts</li> <li>10. demonstrate literacy behaviours that enable beginning writers to communicate with others</li> <li>11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators</li> <li>12. demonstrate an understanding and critical awareness of media texts</li> <li>14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings</li> <li>15. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships</li> <li>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</li> <li>17. describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects, through investigation</li> <li>18. recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next</li> <li>19. collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts</li> <li>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</li> <li>21. express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities</li> <li>22. communicate their thoughts and feelings, and their theories and ideas, through various art forms</li> </ol>
Problem Solving and Innovating (PSI)	<ol style="list-style-type: none"> <li>1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts</li> <li>4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts</li> <li>6. demonstrate an awareness of their own health and well-being</li> <li>9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts</li> <li>10. demonstrate literacy behaviours that enable beginning writers to communicate with others</li> <li>13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)</li> <li>14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings</li> <li>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</li> <li>22. communicate their thoughts and feelings, and their theories and ideas, through various art forms</li> <li>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</li> <li>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)</li> </ol>