

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: You can find all the images by clicking on the titles.

[How many socks?
How do you know?](#)



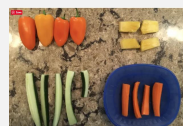
[How many cubes?
How do you know?](#)



[Missing Cats](#)



[Which one doesn't
belong?](#)



[How many
cupcakes?](#)

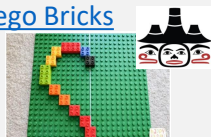


Games and Other Activities

[Learn Your Phone
Number](#)



[Symmetry with
Lego Bricks](#)



[Frog Jump and
Measure](#)



[Tower Math Race](#)



[Martinetti](#)



Literacy

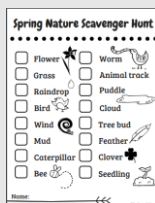
Sight Word Toss
Choose six to nine sight words from the list [here](#) to work on this week. Take this game outside to practice reading while getting some exercise. Click the picture for more information!



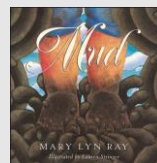
Letter Hunt
Using sticky notes or letters written on index cards, create an alphabet scavenger hunt for your child. Click the image for details:



Signs of Spring
Enjoy the signs of the season changing with this Nature Scavenger Hunt. Click below:



**Making a Movie in
our Mind**
As we read a book, we imagine and see what is happening in the book in our mind. Click the book for an activity:



Nature Prints
Use natural materials to explore patterns and textures. Click the photo:



French as a Second Language

Listen, sing along and dance to ["Five a Day Disco - Disco en français."](#)



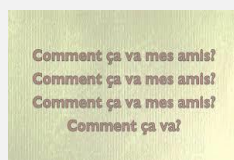
Read the Mathologie book ["C'est bien d'être long!"](#) and do the online activity that follows.

Click image for additional activities



Listen and sing along to the French song ["Bonjour mes amis, bonjour."](#)

Click image for activity



Read the Mathologie book ["Les gagnants de la foire"](#) and do the online activity that follows.

Click image for additional activities



Discover yoga through the eyes of a wombat that lives in Australia!

Click image to begin your mini-yoga adventure



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.

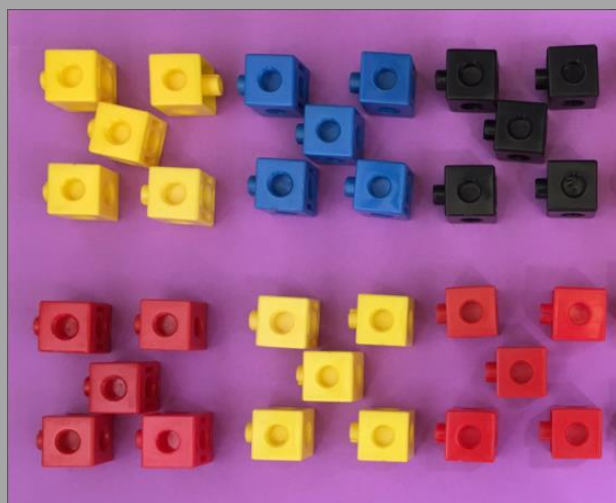
Choice Board Activities Provide:

- ✓ 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.

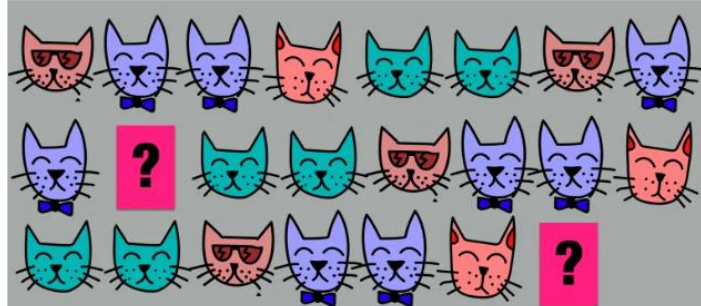
Number Talk Images



How many socks?
How do you know?
How many pairs?
Is there something
in your house you
can count in pairs?



How many cubes? How do
you know?
Could you count them
another way?
How are the cubes grouped?



Which pictures should
replace the ? to complete
the pattern?

How do you know?

Number Talk Images



Which one doesn't belong?
Can you find a reason why each of the images might not belong?

<https://mathbeforebed.com/2017/06/16/which-one-doesnt-belong/>

How many cupcakes?

How do you see them?

How might a friend have counted them a different way?





Learn Your Phone Number

<https://www.themanylittlejoys.com/teach-child-memorize-phone-number/>

Ways to learn your phone number:

1. Match it Up

Write out your phone number on a piece of paper. Say the numbers together. Give your child a pile of mixed-up numbers. Have them unscramble the number cards and put them in order, below the strip of paper with the phone number on it.

2. Clap it Out

Say each number in order while clapping along with a rhythm. Say it the way you would tell it to someone else (pausing at the dashes). This can help internalize how many digits there are in your phone number.

3. Sing it

Sing your phone number to the tune of Frère Jacques. This is a great tune because of the repetition. Adult sings the first part; child sings the second part; repeat.

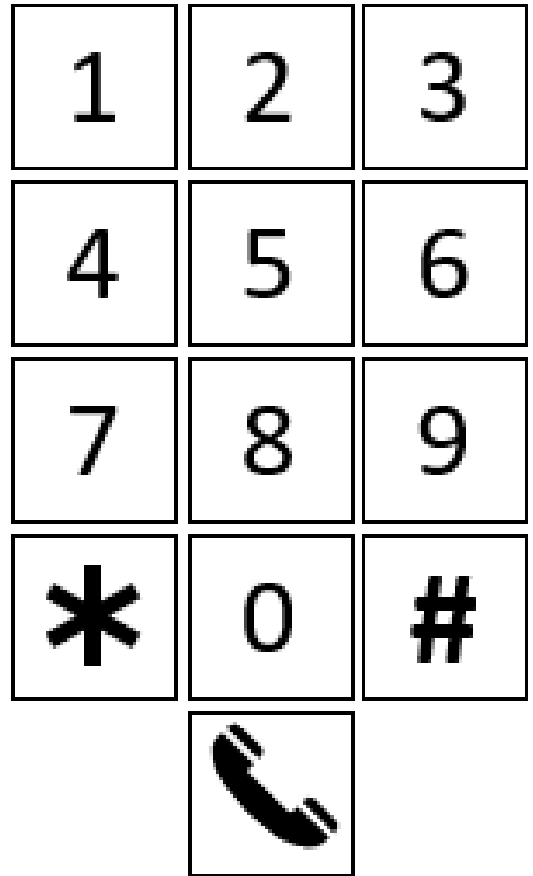
4. Make it Big

Make a giant phone pad to practice dialing. Start by posting your phone number above the key pad. Cover it up; then, slowly reveal the digits while seeing if your child can remember the full number.

5. Stomp it Out

Create a phone pad outside using chalk. Have your child jump, walk, and stomp-out your phone number.

6. When ready, have your child practice on a real phone.

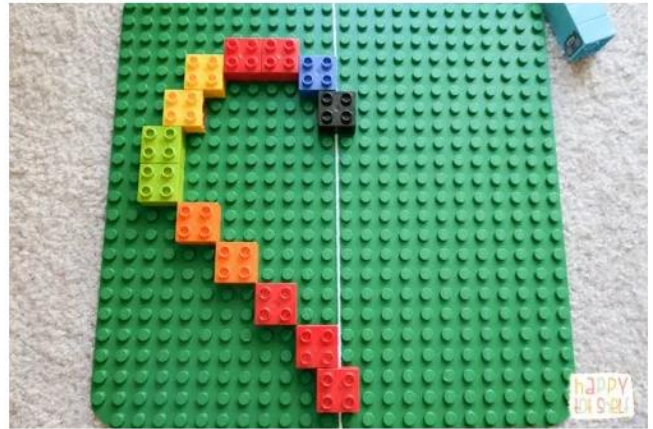




Symmetry with Lego Bricks

<https://happytotsshelf.com/fun-way-to-learn-symmetry-with-duplo/>

- Build half-a-shape with Lego bricks (or other building blocks). Have your child build the other (matching) half.



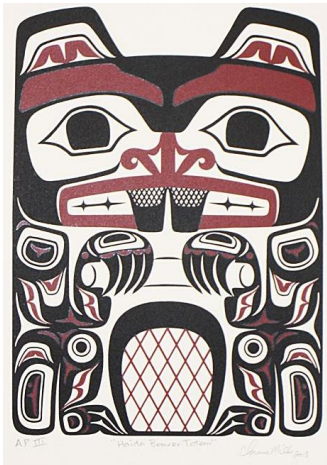
Things to think about:

- Can you predict the shape first, before working on the mirror image?
- Challenge your child to build half-a-square or half-a-triangle. This gives you a chance to talk about the properties of shapes.
- Make random patterns and see if your child can build the other (symmetrical) half.
- Try making a quarter-size space and completing the symmetrical flip, both horizontally and vertically.





In some peoples' art, symmetry is very important. For the Haida, their art represents their families. Have your parents help you cover half of each picture below. When you do, you should see a picture of that crest looking sideways. Can you figure out what each crest is?





FROG JUMP and MEASURE

Gross Motor and
Math Activity



Frog Jump and Measure

<https://www.coffeecupsandcrayons.com/frog-jump-measurement-and-gross-motor-activity/>

Mark a starting line on the floor (you may wish to use painters tape, or chalk outside).

Take turns standing at the line and jumping as far forward as you can.

Mark the spot where each of you land.

Measure how far you jump (mark the spot with a frog!), using a measuring tape or other non-standard unit.

Extension:

You may wish to keep a record of several jumps, and create a graph to track how far everyone can jump.

Tower Math Race



Required Materials:

Each player chooses a Lego character

A die

Lego bricks of the same height



Instructions:

1. Player 1 rolls the die and places the corresponding number of bricks under their character.
2. Player 2 rolls the die and does the same.
3. The first player to raise their character to a height of 15 bricks wins.



Martinetti (aka Centennial or Ohio)

[link to video](#)

Objective:

Be the first player to climb up to 12 and back to start.

Required Materials:

2 or 3 dice

A game board (you can easily draw your own)



Instructions:

On their turn, each player rolls the dice and moves forward on the board, according to the separate numbers on each die.

A player must roll a 1 in order to move forward to the first space. They may continue moving forward if they also have a 2, and then a 3, etc. If they can move forward on their turn, they get to roll the dice again. If the dice do not allow them to advance, their turn is over and play moves to the next player. Players can use the numbers shown in a throw individually or by adding them. For example, a roll of a 1, 1, 1 can become a 1 and a 2 ($1+1=2$).

Example: Player 1 throws a 1, 4 and 5. They move forward to 1. They cannot use 4 and 5 because they need to roll or make a 2 first.

Notes:

All dice are rolled at the same time.

Numbers can only be used once per roll.

2 or 3 numbers can be added.

Once a player reaches 12, they turn around and advance back down the board. When they reach 1, they win.

<https://www.whatdowedoallday.com/martinetti-dice-game/>



Activity A - Sight Word Toss

Choose six to nine words from the list. Write each sight word on a piece of paper. Place the words face up on the floor. Using a soft ball or a rolled up pair of socks, an older sibling or parent calls out a sight word. Your child will toss the socks onto that sight word. Use a pebble and take this activity outside! For more challenge, spell the sight word instead of calling it out! For less challenge, use the letters of the alphabet in place of sight words.

Activity adapted from <https://sightwords.com/sight-words/games/bean-bag-toss/>

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 - Letter Hunt

Goal:

- 1 - To find and match lower case and upper case letters
- 2 – Place the letters in abc order

Materials needed:

52 small sticky notes or pieces of paper cut into squares (approximately 10 cm by 10 cm in size)

How to:

1 - Write all upper case letters on individual sticky notes and all lower case letters on individual sticky notes (or pieces of paper).



2 – Find a wall or floor space where you can affix all the **lower case** alphabet letters. Attach the lower case letters to the wall/floor space in random order (non-alphabetical order).

3 - Hide the sticky notes with the **upper case** letters around your house or backyard. As your child finds a sticky note with a letter, encourage him/her to match the upper case letter to the lower case letter which is on the floor/wall (eg. B to b). Ask them some or all of the following questions:

- What is the letter name?
- What sound(s) does the letter make?

*You may wish to hide only a few letters at a time for less challenge. For more challenge, hide all 26 upper case letters at once!

4 – Encourage your child to reorder the letters and place them in alphabet order. They will have created their own alphabet line!

Activity C – Signs of Spring

Activity from <https://www.backwoodsmama.com>



Use these prompts to encourage observation and conversation as you safely explore (while practicing socially distancing) your neighborhood. See the next page ([here](#)) for a scavenger hunt idea.

**While on your nature walk, collect natural materials with interesting textures for an activity later in the week!*

Signs of Spring Nature Walk Prompts

What do you see?

- Trees budding and flowering.
- Spring flowers blooming.
- Birds building nests.
- Turtles sunning themselves on rocks.

What do you hear?

- Busy bees collecting nectar.
- Birds singing and calling to each other.
- Woodpeckers drumming on trees.
- Frogs peeping.

What do you smell?

- The fresh damp scent of rain (petrichor).
- An earthy scent coming from the ground (geosmin).
- Freshly cut grass.
- The soft, sweet scent of flowers and blossoms.

What do you feel?

- Warm sunshine on my face.
- Raindrops falling on my head.
- Wet, slushy snow beneath my feet.
- Slippery slimy worms.



www.backwoodsmama.com



Activity C – Signs of Spring

Activity from <https://www.backwoodsmama.com>

Spring Nature Scavenger Hunt

☐

Flower

☐

Grass

☐

Raindrop

☐

Bird

☐

Wind

☐

Mud

☐

Caterpillar

☐

Bee

☐

Worm

☐

Animal track

☐

Puddle

☐

Cloud

☐

Tree bud

☐

Feather

☐

Clover

☐

Seedling



Name: _____



©BackwoodsMama

Activity D – Movie in Our Mind



As we read, the words in the story help us to ‘see’ the story in our head. It is as though we are watching a movie in our mind! This is a reading strategy called visualizing. Visualizing helps to make books interesting, encourages us to make connections with the book and helps us to develop a love reading. When we visualize as we read, we are using and growing our imagination!

How to visualize:

1 – Look at the cover of the book, *Mud*, by Mary Lyn Ray. Ask your child what he/she thinks the book will be about. A link to the book is provided [here](#) or by clicking on the cover picture below.

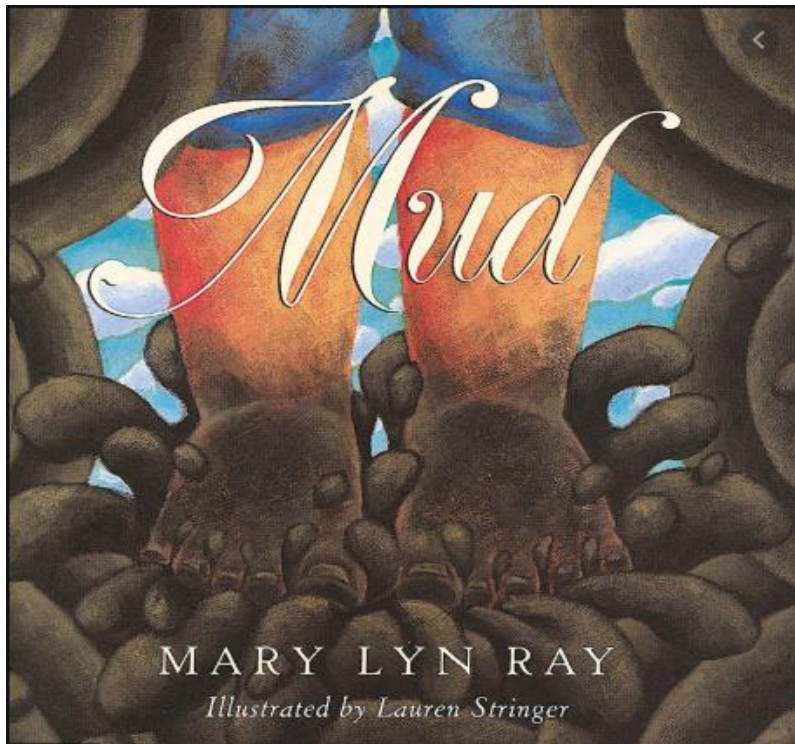
2 - For the first read of the book, your child should **close their eyes** or use a mask to **cover their eyes**. Don’t look at the pictures.

3 - Depending on the interest level of your child, you may listen to the entire story all the way to the end. However, you may wish to stop after a descriptive portion of the story and encourage your child to draw a picture of the image they have in their mind. Questions to ask might include:

Which words helped you to see that picture in your mind?

What part of the story made the clearest picture in your mind?

4 - Once your child has drawn what they see, add the words which helped your child to visualize the picture they saw in their mind and then drew on paper.





Activity E – Nature Prints

Goal - Use natural materials to create prints and patterns in playdough.



Photo from
<https://thecuriouskindergarten.blog/tag/playdough-provocations/>

Materials:

- Natural materials collected from nature walk (Activity C) or from home and backyard (examples below):
 - Twigs
 - Stones
 - Cedar branches
 - Flowers
 - Grasses
 - Leaves
 - Pinecones
 - Different plant textures
- Playdough (see recipe [here](#) and on next page)
- Cookie cutters (if available)

Lay out natural materials on table and invite your child to explore the patterns and textures which he or she can create.

Activity E – Nature Prints Playdough Recipe



Recipe courtesy of:

<https://stayathomeeducator.com/absolutely-perfect-no-cook-scented-play-dough-recipe-without-cream-tartar/>

No-Cook Playdough Recipe Without Cream of Tartar

1 cup flour
¼ cup salt
¾ cup of water minus 3
tablespoons
3 tablespoons of lemon juice
1 tablespoon of cooking oil



Measure water and lemon juice in a glass, heatproof, microwavable bowl. Heat in the microwave until just boiling, about three minutes.

Meanwhile, mix together the flour, salt and cooking oil. Set aside.

Add a few drops of food colouring to the water and lemon juice mixture, if desired.

Slowly pour the water and lemon juice into the flour mixture.

Stir until the mixture forms into a dough.

If needed, drop the hot dough onto a countertop and knead with hands. (Only for adults). The dough may be slightly sticky until it completely cools.



FSL – Activity C

- Create a “Bonjour!/Salut!” mini-dialogue and practice speaking in French with members of your family! *(make sure to switch roles so that each person has a turn to ask and answer questions in French)*
- Use the template below to help with your mini-dialogue.

Mini-Dialogue

Bonjour!

Salut!

Comment ça va?

Ça va bien.

Comment t'appelles-tu?

Je m'appelle_____.

Ah! Je m'appelle_____.

Merci, Aurevoir!

Merci, Aurevoir!



FSL – Activity D



While sharing this story with your child, encourage your child to:

- Comparer et décrire la taille relative des objets illustrés / Compare and describe the relative size of the illustrated objects.
- Décrire les façons dont la juge mesure pour ordonner et comparer les objets / Describe the ways in which the judge measures to order and compare the objects.
- Relier les termes de relation tels que *grand / plus grand / le plus grand; court / plus court / le plus court; long / plus long / le plus long; lourd / plus lourd / le plus lourd; léger / plus léger / le plus léger* aux objets illustrés / Connect the relationship terms such as *big / bigger / biggest; short / shorter / shortest; long / longer / longest; heavy/ heavier / heaviest; light / lighter / lightest* to the illustrated objects.

Pre-Reading Prompts	English Translation
<i>Lire le titre et discuter la couverture. Demandez à votre enfant, par exemple:</i>	<i>Read the title and discuss the cover. Ask your child for example:</i>
Selon vous, qu'est-ce qu'on va nous raconter dans cette histoire?	What do you think this story will be about?
Que peut signifier le titre <i>Les gagnants de la foire</i> ? Si vous pouviez donner un autre titre à cette histoire, quel serait ce titre ?	What does the title signify? If you could give another title to this story what would it be?
-Où (quand) cette histoire se déroule-t-elle?	Where (when) do you think this story takes place?
Expliquez à votre enfant que vous allez lui lire l'histoire d'enfants qui apportent des légumes et des plantes à une foire où il y a un concours. Une juge nomme les catégories, mesure et compare les légumes ou les plantes et vérifie de nouveau pour être certaine. Elle annonce ensuite la personne gagnante.	Explain to your child that you are going to tell them the story about children who bring vegetables and plants to a fair where there is a contest. A judge names the categories, measures and compares the vegetables or the plants and checks again to be certain. She then announces the winning person.

Click [here](#) for during reading and post reading prompts.



FSL – Activity D Continued

Pendant Lecture / During Reading

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

Après Lecture / Post Reading

Après Lecture	English Translation
Quelle est ta partie préférée du livre et pourquoi?	What was your favourite part and why?
Qu'est-ce qui est arrivé au début, au milieu et à la fin du livre?	What happened at the beginning, middle, and end of the book?
Peux-tu penser à une histoire semblable?	Can you think of a similar story?
Peux-tu penser à une autre fin pour l'histoire?	Can you think of a different ending to the story?
Est-ce que le livre était facile, difficile ou très difficile à comprendre?	Was the book easy, difficult, or very difficult to understand?

Kindergarten Program Connections

Note: Highlighted expectations are addressed through this menu

Belonging and Contributing (BC)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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)