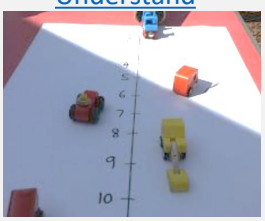
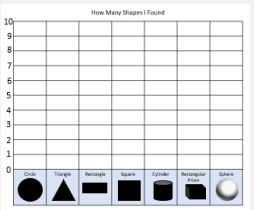
Kindergarten and Early Learning Menu H

Creating Futures, Leading and Learning for All

Curriculum Connections

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 their titles			
		How Many Forks? 	Combination of Feet 	What did Dad Say? 	How Many Fish? 
		Games and Other Activities			
		Racing to Understand 	Create a Weigh Station 	Shape Hunt 	**Play Go Fish**  *Extensions:* Use cards from Ace to 5 and play "make 5" Go Fish. Use cards from Ace to 10 and play "make 10" Go Fish.
Literacy	**Victoria Day** 	**Sight Word Hopscotch** Get outside and learn! Click the image for an activity: 	**Short vowel playdough mats** Make playdough and use it to practice short vowel sounds. Please click the image to be taken to an activity.  Recipe for playdough here.	**Name Game** The English alphabet has 26 letters. Can you name all 26 letters? Click the image: 	**The Phonics Song** The 26 letters of the alphabet make 44 sounds. Learn the sounds the letters make! Click the image: 
French as a Second Language	**Fête de la Reine** 	Create a beautiful crown for a king or queen. **Follow the instructions in the TFO video by clicking on the image** 	Discover yoga through the eyes of a hippopotamus that lives in the savanna! **Click image to begin your mini-yoga adventure!** 	Read the Mathologie book "Des taches partout!" and do the online activity that follows. **Click image for additional activities** 	Listen, sing along, and do the actions to "Les étoiles dans le ciel" *(Twinkle, Twinkle, Little Star)* **Click image for song lyrics** 

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!

UPPER CANADA District School Board

Explanatory Notes:

LEARN AT HOME CHOICE BOARDS FOR PARENTS AND EDUCATORS

Creating Futures, Leading and Learning for All

Choice Board Activities Provide:

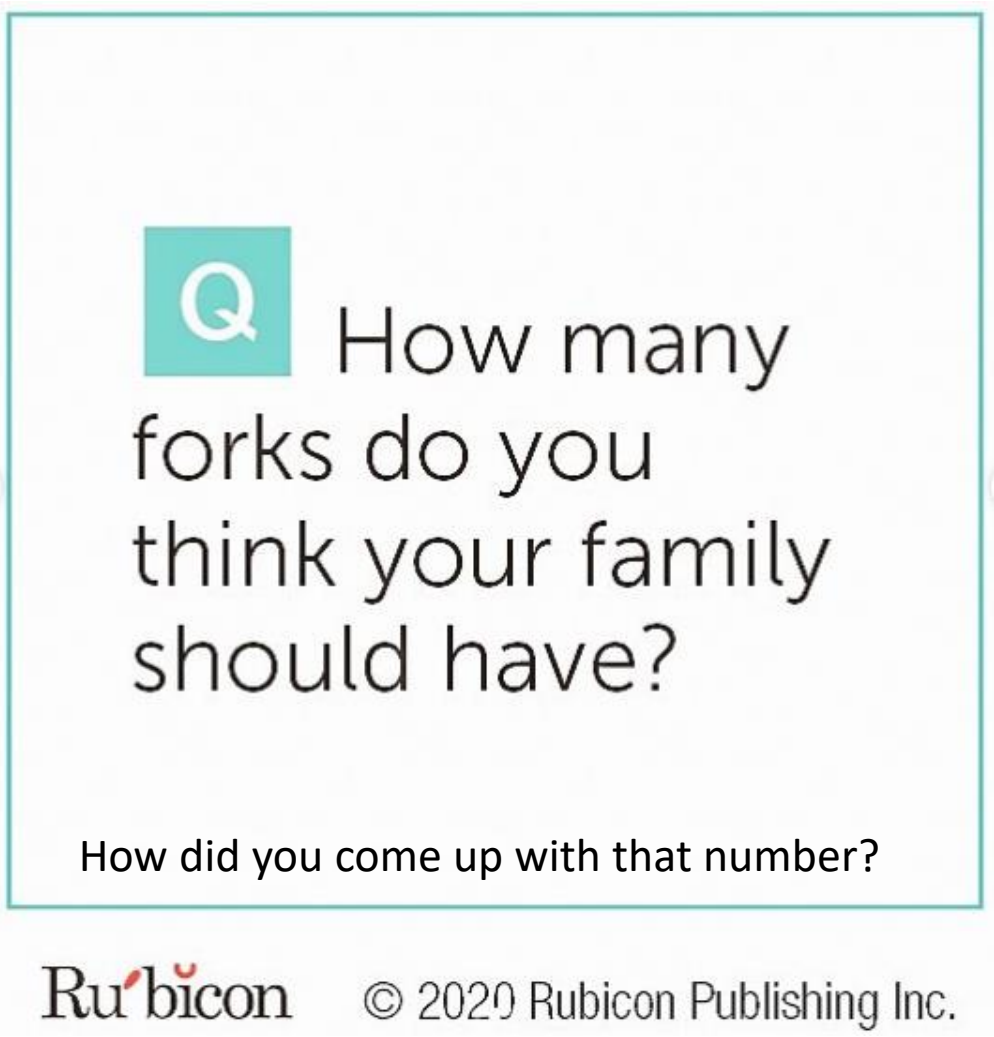
- ✓ Clear connections to curriculum expectations and process skills;
- ✓ Open activities with options to individualize learning;
- ✓ Accessibility (many require little to no technology);
- ✓ Math – focus on numeracy skills;
- ✓ Literacy – focus on reading, writing, oral language and media literacy;
-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

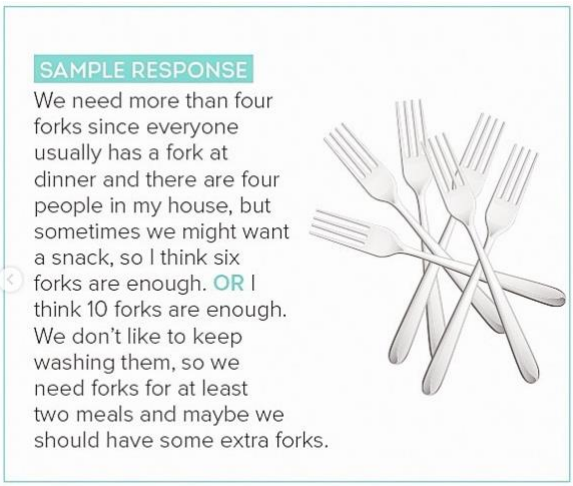
Choice Boards - Teachers Can:

- ✓ 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.

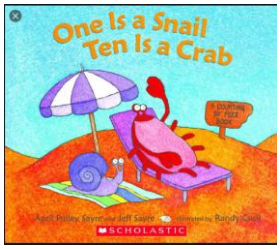
How Many Forks?

https://www.instagram.com/p/B-sS1qjhhuT/?utm_source=ig_web_copy_link





Combination of Feet



Listen to the story [One is a Snail Ten is a Crab]

- If there are 8 feet on the beach, who might be on the beach?
- Are there other possibilities?
- Change up the numbers to uncover who might be on the beach.
- How many feet are in your house?

What might Lisa's dad have said?

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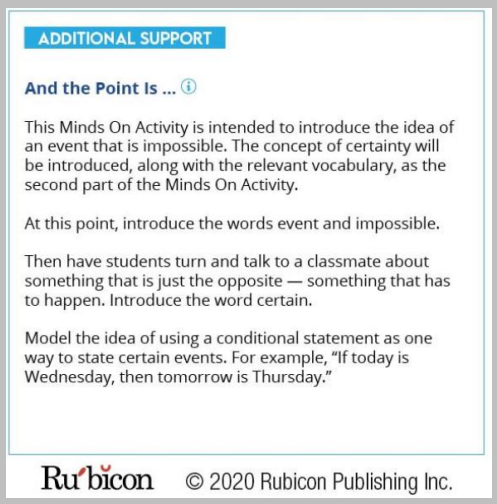

ADDITIONAL SUPPORT

And the Point Is ...

This Minds On Activity is intended to introduce the idea of an event that is impossible. The concept of certainty will be introduced, along with the relevant vocabulary, as the second part of the Minds On Activity.

At this point, introduce the words event and impossible.

Then have students turn and talk to a classmate about something that is just the opposite — something that has to happen. Introduce the word certain.

Model the idea of using a conditional statement as one way to state certain events. For example, "If today is Wednesday, then tomorrow is Thursday."

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SAMPLE RESPONSE

What do you think Lia's dad might have said?
E.g., Her dad might have said, "If you eat all your vegetables, you will grow a metre taller by tomorrow."
OR
Her dad might have said, "There will be two Fridays this week."

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How Many Fish?

Margaret Kanayok, Holman http://www.ottawainuitchildrens.com/wp-content/uploads/2018/03/Part1_InuuqatigiitCurriculum.pdf

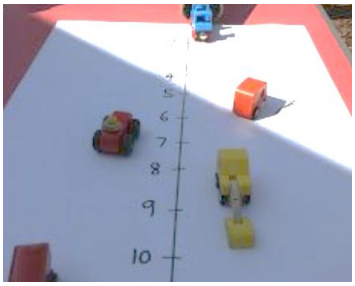
- What do you notice? (see)
- What do you wonder? (question)
- How many fish are there?
- How did you get that number?
- What numbers do you see?
- Another child counted fish a different way, how might they have counted?

Racing to Understand

Adapted from http://mr-shrek.blogspot.com/2013/05/racing-to-understand-place-value-in-eyfs.html?spref=tw

Required Materials:

- ❑ A tube (wrapping paper roll; paper towel; pvc pipe; rolled-up card stock)
- ❑ Small items (like vehicles) that roll that fit through your tube
- ❑ Measuring tape, painters tape or chalk



Instructions:

1. Position the tube so that one end touches the floor and the other is propped up.
2. Where the tube hits the ground, mark off a number line using either the measuring tape, painters tape or chalk (if outside).
3. Send the vehicles down the tube individually. Record how far they went.
4. Repeat several times.

Think about the following questions:

1. Which vehicle went the farthest?
2. If you were to pick one vehicle to enter a race, which one would you definitely choose? Which one would you not choose?

Explore: What happens if we make the tube steeper? How do the distances travelled change?

Car	Distance Travelled		
	Trial 1	Trial 2	Trial 3

Create a Weigh Station

Required Materials:

- ❑ A clothes hanger with notches
- ❑ Some small containers (we used apple sauce containers)
- ❑ String
- ❑ Small loose parts (buttons, coins, small toys, etc.)

Instructions:

Step 1: Create a weigh station by attaching equal lengths of string to your two containers. We poked holes in our apple sauce containers and used about 1 m of yarn. Tie the yarn in a knot.

Step 2: Hang the hanger on a door knob. Attach the containers to the hanger.

Step 3: Place an object in one of the containers. *Estimate* how many of another object it will take until the hanger is balanced. (*We wanted to discover how many Lego it would take to balance the Green Lantern!*)

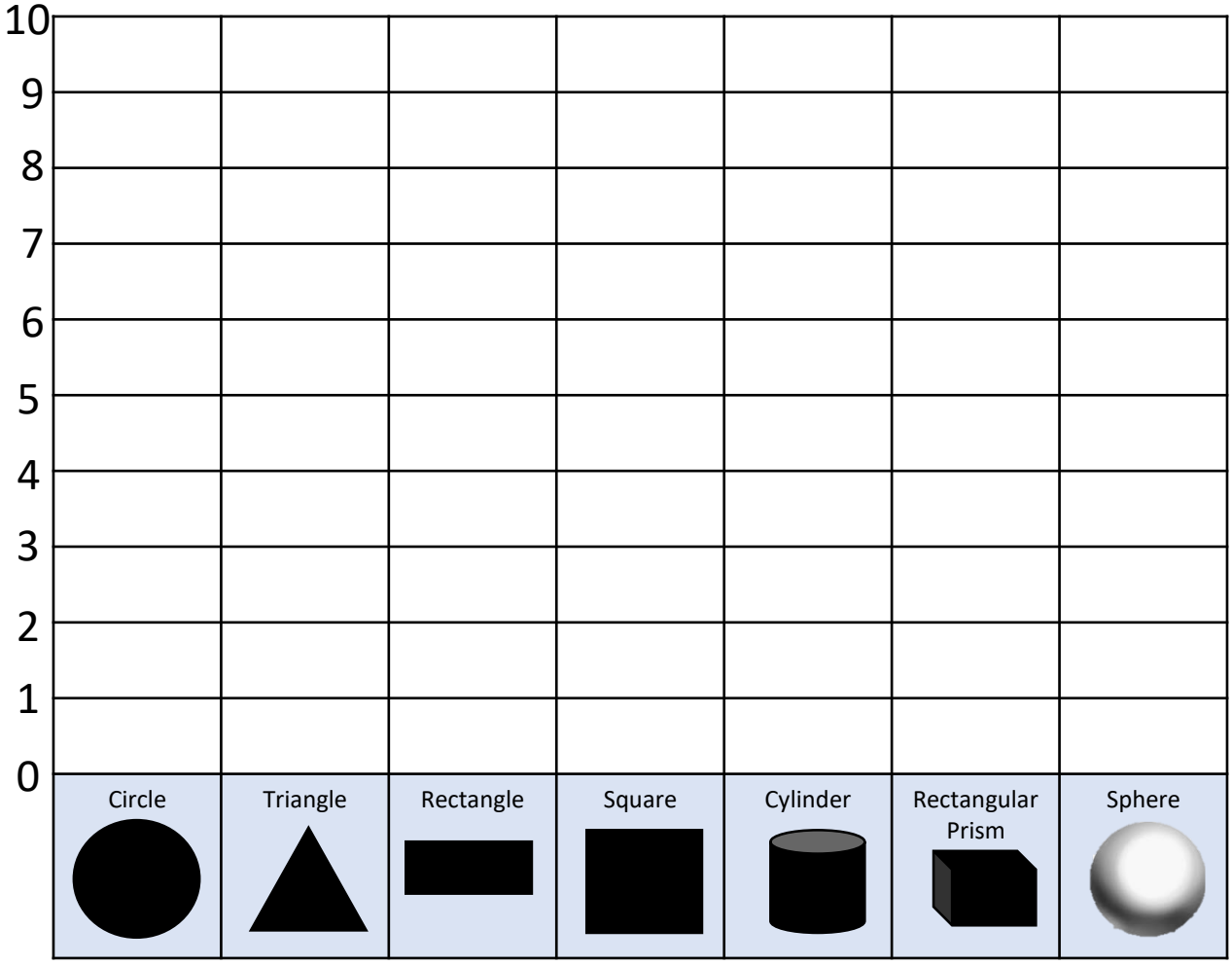
Step 4: Add objects to the other cup until your hanger is balanced. Count the items. Observe that we are using items of the same size. (*When we first measured, we ended up using different size pieces of Lego. This was a great opportunity to have a conversation about how our unit of measure needed to be constant. We then tried again, using all 4x2 Lego bricks.*)

What else would balance the item(s) you are weighing? Can you find different weights for different items? How does the size of the measuring affect how many items you need?

Shape Hunt

Look for shapes around your house (or while out for a walk).
Keep a tally of how many of each shape you find.
Create a chart of shapes by colouring a cell for each shape.

How Many Shapes I Found



Which shape did you find the most of? Did this surprise you?
Which shape did you find the fewest of?
What shapes did you see that were not on the sheet?
What was the difference between the number of circles and triangles you found?

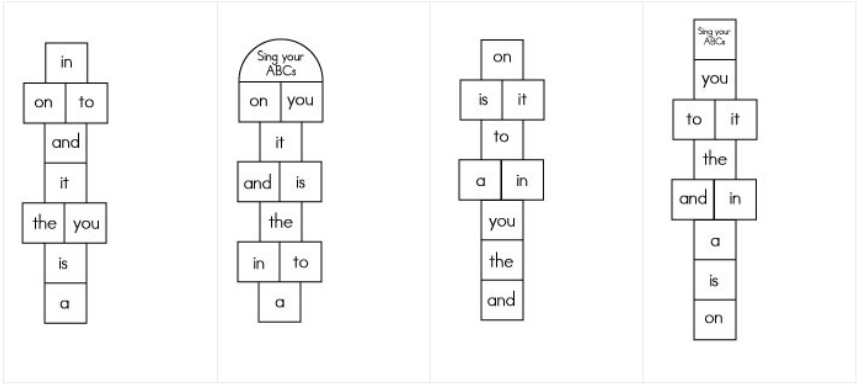
Activity B – Sight Word Hopscotch

Activity from https://www.sightwordsgame.com/sightwordgames/hopscotch/

Make Sight Word Hopscotch

All that is required for this fun game is a few sight words and sidewalk chalk. Using chalk, create a hopscotch pattern. Below please find four common patterns. On rainy days, consider using masking tape on a floor and write each sight word on a piece of tape or index card – just make sure your child does not slip on the index card while playing the game.

Sight Word Hopscotch Patterns



Play Sight Word Hopscotch

The youngest player goes first and begins by tossing his marker, e.g., a pebble or beanbag, into the first square. The marker must land in the square without touching the lines. If the marker does not land in the first square, his turn is over. If the marker lands in the first squares, he must hop over the first square and then continue hoping through the hopscotch pattern saying each sight word as he lands on that square. When he gets to the last square, he must turn around and hop back saying each sight word again. He must pick up his marker without touching the first square and then complete the course by hopping on it. If he successfully completed the course, he would proceed to the next square by tossing his stone to the second square and continue hopping as stated above. He must do this for each square.

A player must hop on one foot on the single squares and straddle the double squares. If a player does not hop with the proper foot, hops on the lines or looses balance while picking up her marker, her turn is over. She would begin her next turn on that square. The first player to complete the course wins the game. For younger players, consider adding a neutral square, e.g., home and allow players to rest at the end of the course. While resting they can recite the alphabet.

Activity B – Sight Word Hopscotch

Activity from https://www.sightwordsgame.com/sightwordgames/hopscotch/

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 – Sight Word Hopscotch

Activity from https://www.sightwordsgame.com/sightwordgames/hopscotch/

Author: Amy Clark
https://www.momadvice.com/post/homemade-sidewalk-chalk-paint-recipe

Activity C – Playdough Mats

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.

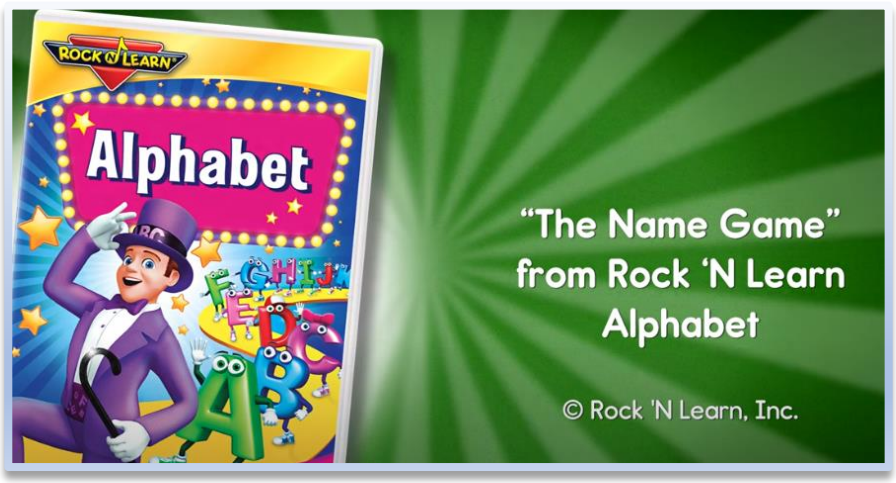
If needed, drop the hot dough onto a countertop and knead with hands. (Only for adults). The dough may be slightly sticky until it completely cools.

Activity D – The Name Game

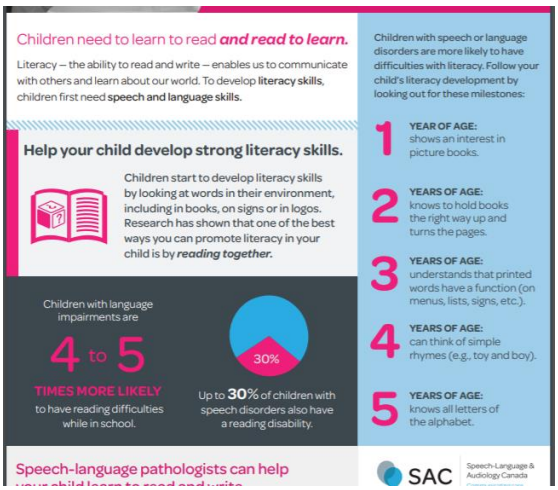
Every letter has a name. Can you name all 26 letters?

We use UPPERCASE and lowercase letters in print. Can you name all the UPPERCASE and lowercase letters?

Play the Name Game. Click the image below:



Thank you!
From your UCDSB
Speech-Language Team
Click right to learn more about language & literacy!



FSL – Activity E

Les étoiles dans le ciel

Les étoiles dans le ciel
Brillent, brillent comme elles sont belles
Une par une, elles s'allument
Pour bien éclairer la lune
Les étoiles dans le ciel
Brillent, brillent comme elles sont belles!

Twinkle, Twinkle Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

Activity E – The Phonics Song

The 26 letters of English make 44 sounds!

Every letter has a NAME. Every letter has a SOUND. Animals have a name and a sound, too!

Can you make ALL the sounds for the letters of the alphabet?

Click the image above to learn the sounds our letters make!

Thank you!
From your UCDSB
Speech-Language Team
Click here to learn more about language & literacy!

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)