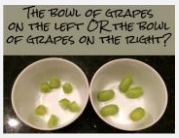
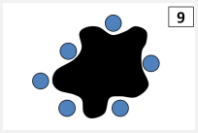
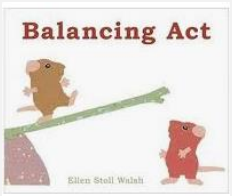
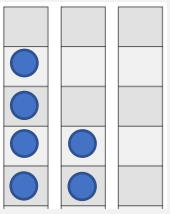
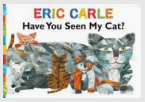
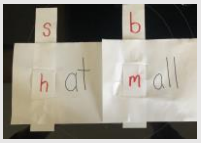
Kindergarten and Early Learning Menu J

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 the Math: You can find all the images by clicking on their titles.				
	Would You Rather? 	Splat 	Is it Fair? 	Same but Different 	How Many Strawberries? 
	Games and Other Activities				
	Temperature What are the high and low temperatures according to the daily forecast? Which day has the biggest difference? Which day has been the warmest?	Listen and Create 	Fill the Tower 	Math Walk 	Feeding Caterpillars 
Literacy	**Sight Word Pathways** Practice sight words with this physical activity. Click here: 	**Barrier Game** Can you use words to create a clear picture in a partner's mind? Click the picture for an activity. 	**Have You Seen My Cat?** Has your pet ever run away? Read a book, create a sentence and use basic punctuation. Click here: 	**Listen for Rhyme** Hear it, say it, make it! Click the link below: 	**Make Rhyming Words** Help your child "see" how to make rhyming words. Click the image: 
French as a Second Language	**Alphabet Practice!** Learn the letter names and sounds in French! **Click image for activity** 	Practice combining letters to make SYLLABLES. **Click image for activity** 	Practice reading animal words in French with your child and do the home activities that follow. **Click image for activity** 	Read the Mathologie book "Les animaux se cachent bien" and do the online activity that follows. **Click image for additional activities.** 	Discover yoga through the eyes of a moose that lives in the Rockies! **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!

UPPER CANADA District School Board

Explanatory Notes:

LEARN AT HOME CHOICE BOARDS FOR PARENTS AND EDUCATORS

Creating Futures, Leading and Learning for All

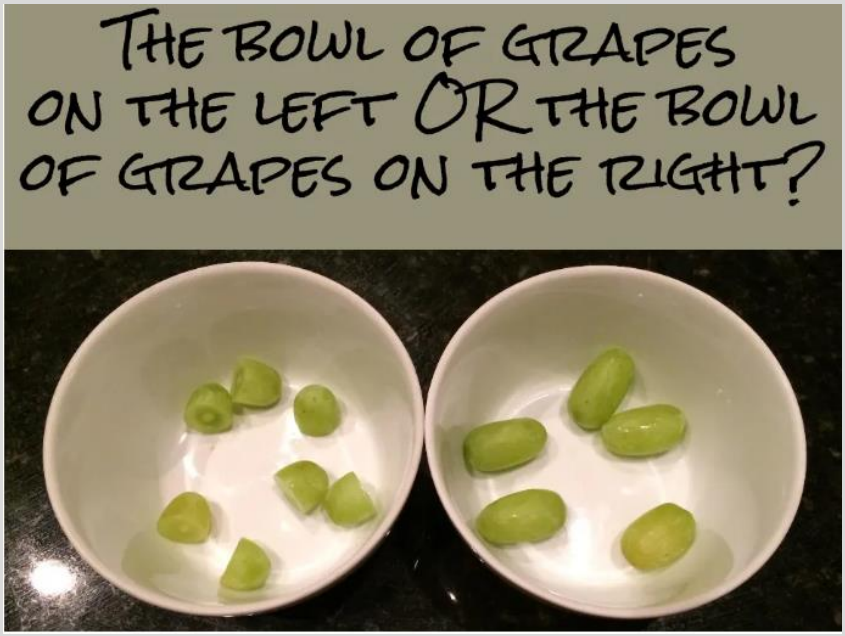
Choice Board Activities Provide:

- ✓ 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.

Talking About the Math



https://www.wouldyourathermath.com/would-you-rather-35-2/

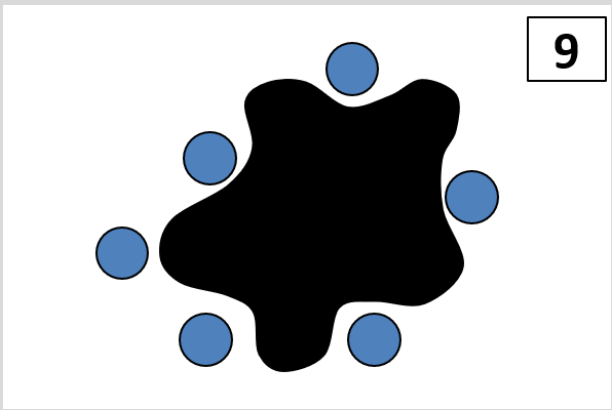
Task A:

Would you rather have the bowl of grapes on the left or the bowl on the right?

Explain why you picked that bowl.

Task B:

Tells us the total number of dots



- How many dots are under the splat?
- How do you know?
- How might another child figure it out?
- What addition statement could represent this splat?
- What subtraction statement could represent this splat?

www.stevewyborney.com

Task C: Is it Fair?

From Early Childhood Math Routines by Antonia Cameron w/ Patricia Gallahue and Danielle Iacoviello
https://twitter.com/stenhousepub/status/1260311556564410376?s=20

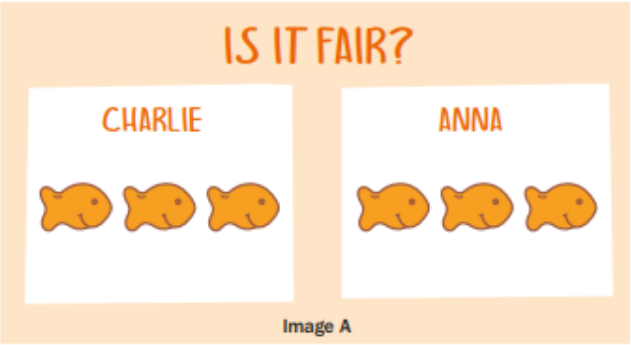


Image A

Are Charlie's and Anna's snacks fair?
How do you know?

Are Charlie's and Anna's snacks fair now?
How do you know?

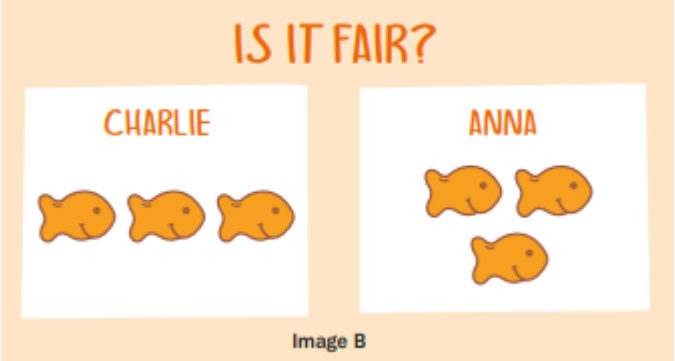


Image B

Although image B may appear straightforward to adults, expect that some children will not recognize Anna's snack as *three*. Questions like, *How is Charlie's snack the same as Anna's snack?* or *How are they different?* are useful. Also, challenge students who say the snacks are the same to prove how they are the same. As part of this "proof," you may ask students to rearrange one of the images to show that even though the snacks look different, the situation is *fair* because everyone gets the same amount of snack. (SchultzFerrell, Hammond, and Robles 2007)

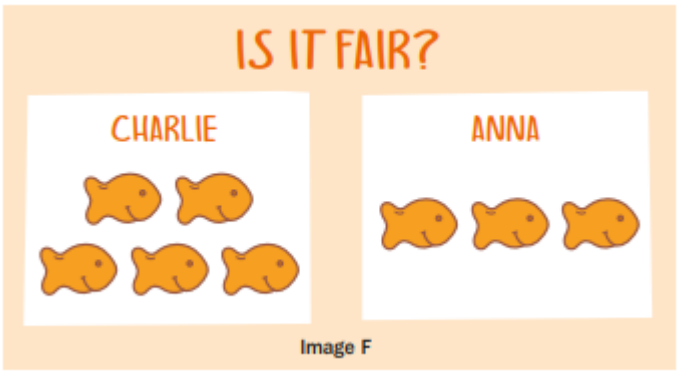


Image F

Are Charlie's and Anna's snacks fair?
How do you know?
How could you make it fair?
Who has more?
How many more?

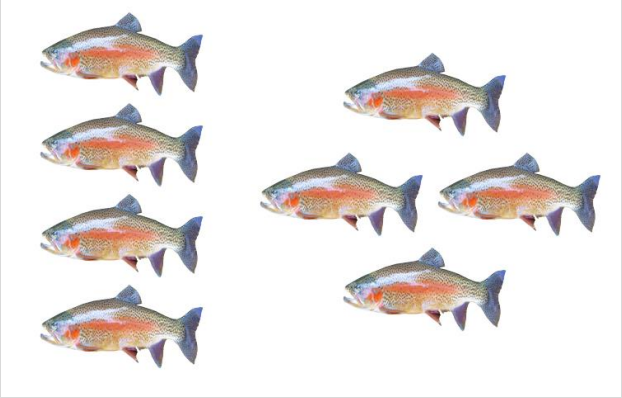
Image F is designed for students to compare sets and to discuss *fair* or *not fair* and ways to make the situation fair. Notice how the goldfish in Image F are organized in a way that draws attention to three-in-a-row (e.g., how one set has the other set inside of it). This is a *big idea* related to hierarchical inclusion and part-whole relations. It is okay if children are not immediately able to resolve the dilemma of how to make the situation *fair*.

Talking About the Math

Task D: Same but Different

https://www.samebutdifferentmath.com/early-numeracy

- How are these two groups the same?
- How are they different?
- Count each group.
- Could you count them another way?
- How many fish would there be if we added an extra fish to each group?



Task E: Estimate How Many Strawberries

https://onedrive.live.com/view.aspx?resid=665A7678364788F3!146&ithint=file%2cpptx&authkey=!AOBtsfYSUxZ1nUs

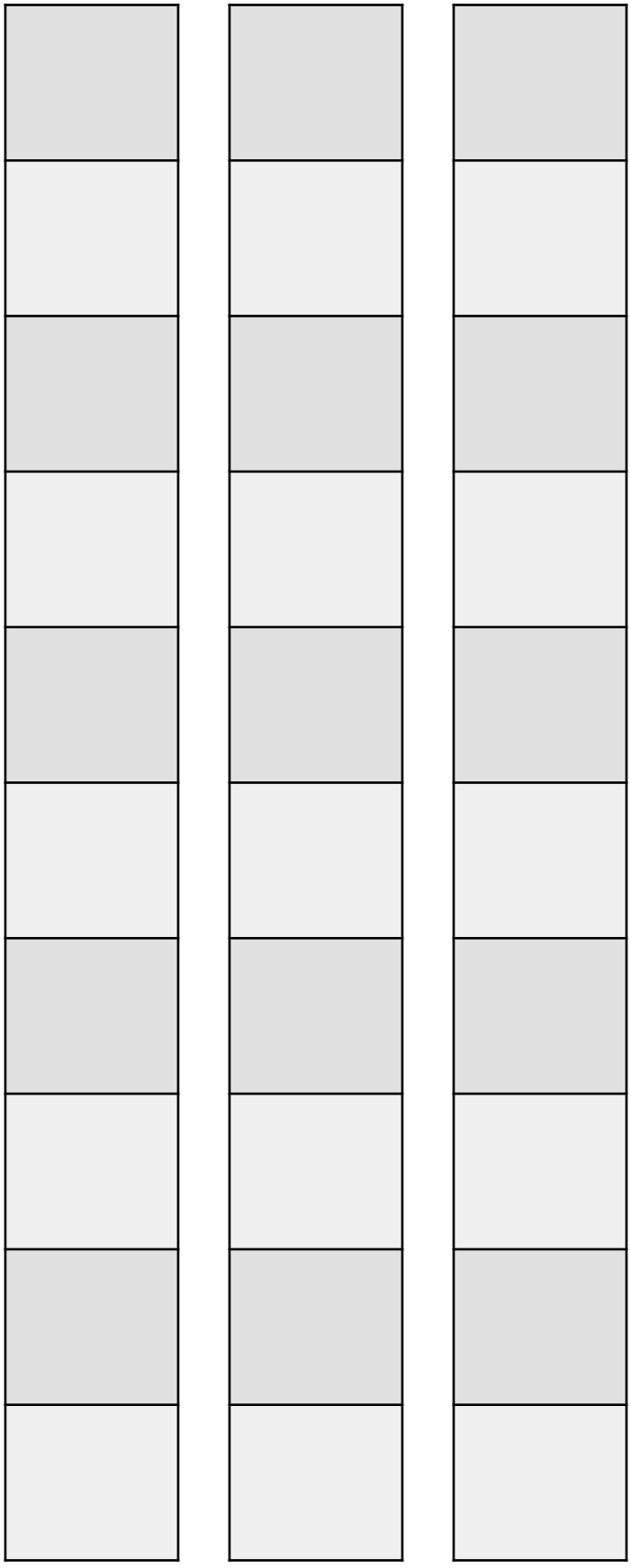
- How many strawberries do you think are in the package?
- How many is too low?
- How many is too high?
- How did you come up with your estimates?

Solution

Looking at the picture of these salmon makes me hungry. I love salmon!

Watch the video below to enjoy a story about Simon and salmon.

A Salmon for Simon



Fill the Tower

Required Materials:

- ❑ A die
- ❑ A gameboard per player
- ❑ Small buttons, Lego, etc. to use as counters (or use crayons to colour the squares)

Instructions:

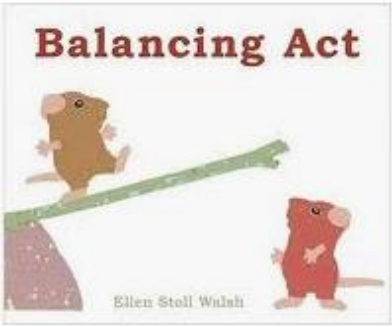
- ✓ Players take turns rolling the die.
- ✓ They take that many counters and put them in the spaces of their tower, one per square.
- ✓ Each tower must be filled exactly. For example, if there are 2 empty squares in the first tower, and you roll a 3, you cannot complete tower 1, but you may place them in a different tower.
- ✓ The player to the left, repeats this process of rolling and filling their tower(s).
- ✓ Game ends with the first person to completely fill all of their towers.

Change it up:

- ❑ Create different arrangements of towers (like a staircase).
  Make the towers taller and roll two dice - place the sum of the dice.
- ❑ Roll two dice and fill up the squares with the difference.

Questions to ask while playing:

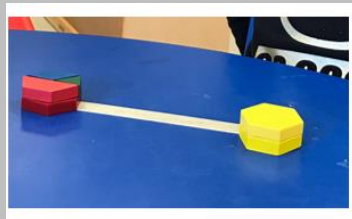
What number are you hoping to roll? Why?
What number do you *not* want to roll? Why?
How many tiles do you now have in towers 1, 2, or 3?

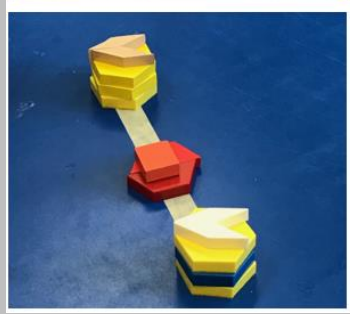


Listen and Create
Balancing Act
by Ellen Stoll Walsh

Listen:
Click on the image of the book to listen to the story, Balancing Act. In the video, you will also learn how a balance scale works.

Create:
- ❑ Create your balance.
  - ❑ Outside:
    - ❑ find a rock and a stick or piece of wood
    - ❑ draw one out of chalk on the sidewalk
  - ❑ Inside:
    - ❑ use your clothes hanger *weigh station* from Menu H (Instructions can be found on the next page.)
    - ❑ draw one on a piece of paper
- ❑ Find items that balance.
  - ❑ If using a teeter-totter or weigh scale, what items can make it balance?
  - ❑ If using a drawing, what items could you put on the sides to keep balance?
  - ❑ What different pieces of Lego are equivalent?





Sample Work:

After reading the book *Balancing Act* by Ellen Stoll Walsh, Make your own balance. Sarah stated that she "knew that she had to have the same shapes on both sides to balance". Because she stacked the shapes, Sarah started combining various 2D shapes that were equivalent in area to the hexagon. Sarah was discovering different ways she could make a hexagon to keep balance.

Want to try the exploration using Pattern Blocks?

You can find them online at Mathies.

Or use this printable hexagon sheet.

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:

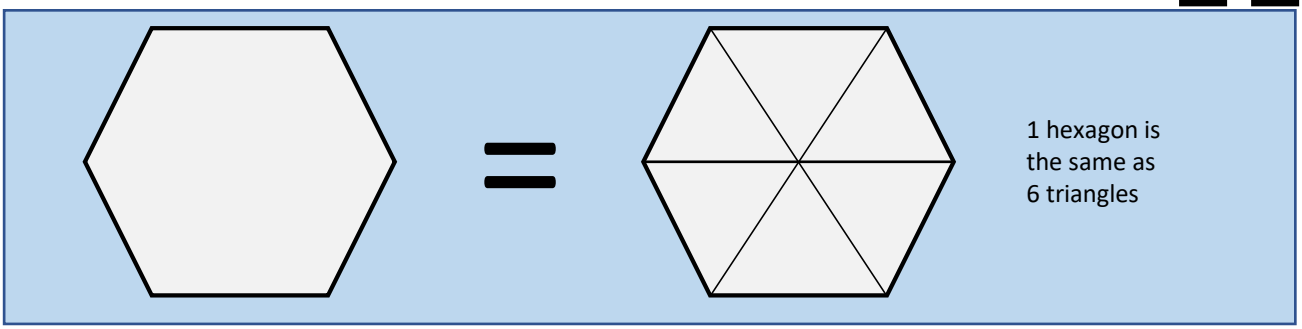
Step 1 - Create a weigh station by attaching equal lengths of string to your two containers. Poke holes in the apple sauce containers and use about 1 m of yarn. Tie the yarn in a knot.

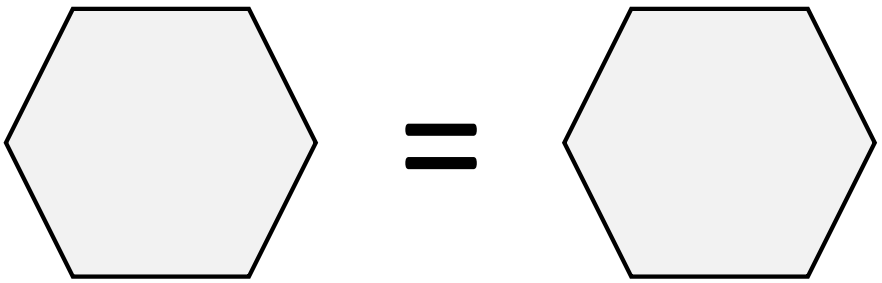
Step 2 - Hang on a doorknob. Attach the containers to the hanger.

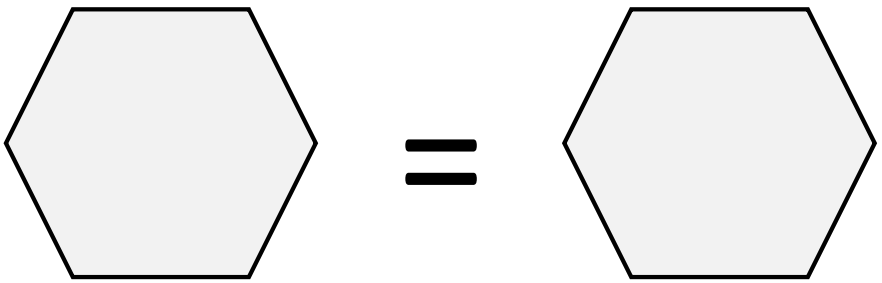
Step 3 - Place an object in one of the containers. *Estimate* how many of another object it will take until the hanger is balanced. (*We wanted to discover how many Lego it would take to balance the Green Lantern!*)

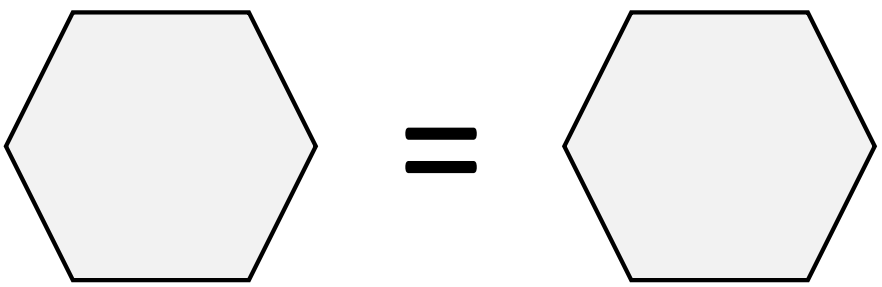
Step 4 - Add objects to the other cup until your hanger is balanced. Count the items. Observe that we are using items of the same size. (*When we first measured, we ended up using different size pieces of Lego. This was a great opportunity to have a conversation about how our unit of measure needed to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

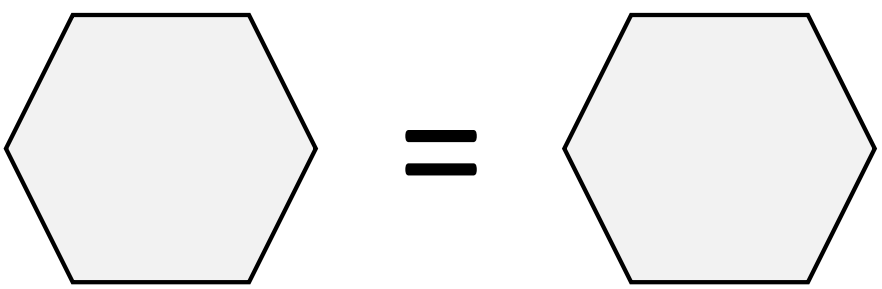
Exploring Balance with Hexagons











Math Walk

https://earlymath.erikson.edu/were-going-on-a-math-walk-were-going-to-find-some-math-talk/

Going for walks is an excellent time to talk about math with your child. You'll be surprised by how much math talk you can have when you look for the math in your very own neighborhood.

Spark your child's curiosity by noticing numbers, shapes, and sizes of things when you're out-and-about. One day you could focus on counting—everything from the number of stairs going down, how long to wait for the green light, or number of dogs out for a walk. Another time, look at the lines on buildings and talk about straight lines and curved lines. On another day, you could use your fingers to keep track of how many circles or squares you see. Every neighbourhood has interesting math all around.

Counting

- ❑ "How many stairs are there to get from the sidewalk up to our front door? *1-2-3-4*. We went up 4 steps. Let's go back down now: *4-3-2-1*."
- ❑ "How many cars will we see as we walk around the block?"
- ❑ "Yesterday we counted red cars. Let's count emergency vehicles today…Today we saw cars and bicycles, but no emergency vehicles."
- ❑ "Let's use our fingers to keep track of how many tall dogs and how many short dogs we see." (*Change what you count, depending on your child's interests and what you see.*)
- ❑ "I spy a ring around the tree. Let's step on each stone and count them as we go around."

Number Sense

- ❑ You may want to stop counting stairs when there are only 2 more stairs left and ask, "How many more do we need to reach the top?"
- ❑ "Would there be the same number of stairs going down? How could you know?"
- ❑ "Do you think they have the same number of stairs at the white house? the red brick house?"

Shape

- ❑ "I spy bricks that have a rectangle shape. They all have straight lines and they have 4 sides. Can you find other rectangles?"
- ❑ "Besides windows and doors, can you find other items that have 4 sides?" (bricks, gate, sidewalk sections, shutters…)
- ❑ "You found many shapes with straight lines. Can we find any curved lines?" (ornate hand railing, awnings, lamppost…)
- ❑ A child might say that the trim on the roof of a brick house is a triangle; but you would say, "It looks like a triangle, but it's missing one side. Triangles have 3 sides."

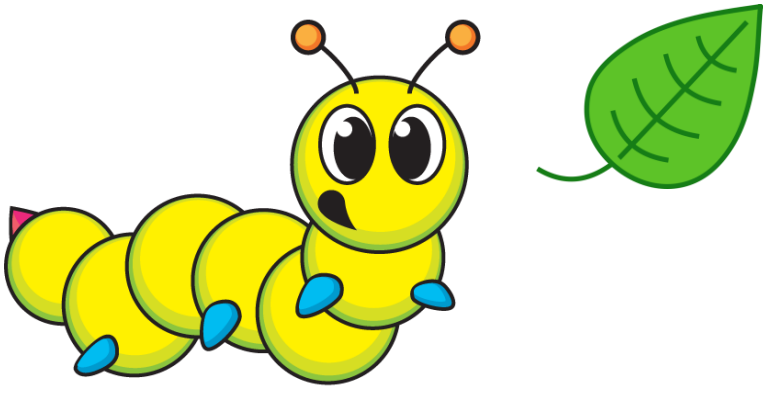
Spatial Relationships

- ❑ "The snow is on the grass, on top of the bush; but not on the stairs."
- ❑ "Look at that squirrel jump between the trees! Where is it going next?"
- ❑ "Let's step over this small puddle but go around that large puddle."
- ❑ "Let's walk backwards. What other silly ways can we walk?"

Feeding Caterpillars

Original task found here.

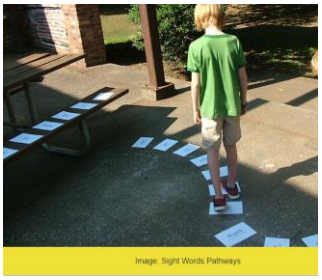
It takes five leaves to feed two caterpillars every day. How many leaves would you need to feed 12 caterpillars?
How do you know?



Activity A – Sight Word Pathways

Activity from https://sightwords.com/sight-words/games/pathways/

Goal: To fluently read sight words. Create a pathway to hop, jump or skip around while practicing sight word reading.



Materials:

- Sight words written on index cards or large pieces of paper
- Tape
- A space that can be used as an obstacle course

Write each sight word you have been practicing on a series of index cards or large pieces of paper.

Spread the words out either inside or outside. **Be sure to tape the words down so that your child will not slip and fall on the pieces of paper!** Place the cards under furniture or outdoor objects, over objects, around objects – be as creative as you can so your child will practice many different types of movements (climbing, crawling under, crawling over, etc).

Space the cards out and ask for a particular type of movement to get to the next card (for example, hop, skip, jump).

As your child lands on a card, they need to read it to move to the next card. *If your child struggles with a sight word, please click here for a procedure to help them to learn the word (this is an online link).*

Activity A – Sight Word Pathways

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 – Barrier Game

Adapted from A Guide to Effective Instruction, Kindergarten to Grade 3, 2003.

Goal: To strengthen oral language (speaking skills) and listening skills.

Partner 1 will create a structure behind a barrier (so partner 2 can't see it). Partner 1 will use descriptive words and location words to describe the structure. Partner 2 will try to create the same structure based on the description of Partner 1.

Note: At the beginning, a parent or older sibling will need to play so that they can model the activity. As your child becomes familiar, this could be a fun game to do with friends or family through video messaging – your JK/SK student can take the lead!

Materials:

Two identical sets of Lego blocks or other toys which can be used to create a simple structure
*Begin with three blocks (e.g. red block, yellow block, blue block). You can add blocks as the game becomes familiar.

Positional words:

- on top of
- in between
- beside
- under
- above
- next to
- underneath
- to the left of*
- to the right of*

**These are challenge words!*

Continue to next page

Activity B – Barrier Game

Adapted from A Guide to Effective Instruction, Kindergarten to Grade 3, 2003.

As you create a structure behind the barrier (so your child can't see it), use specific position words so that your child can build the same structure while you describe it.

You might say:

Make a tower with the red block, the yellow block and the blue block.
1 - Put the yellow block on the **bottom**.
2 - Put the red block **on top**.
3 - Put the blue block **in between** the red block and the yellow block.

Reveal your structure and compare!
Take turns! Let your child build and describe while you follow their prompts.

Was your child able to follow the positional words to re-create your structure?

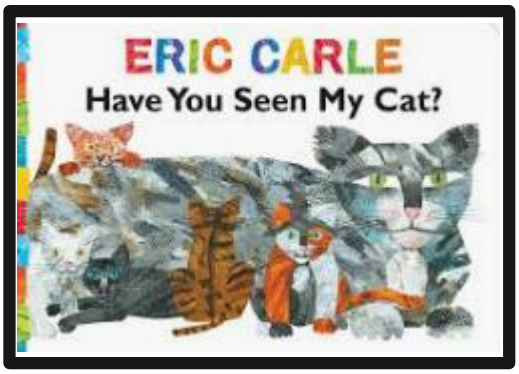
- If yes, add in blocks and/or become more detailed.
- If no, review position words. Have your child place blocks as you direct. Try again!

Previous page

Activity C – Have You Seen My Cat?

Activity adapted from: http://www.readwritethink.org/classroom-resources/lesson-plans/using-predictable-text-teach-131.html?tab=3#tabs

Goal:
1 – To recognize sight words in text
2 – To create sentences with a capital letter at the beginning and with punctuation at the end (period and question mark)
3 – To write simple sentences using a model



- If your family has pets, discuss how it would feel if the pet ran away? Has this ever happened?
- Listen to the story, "Have You Seen My Cat?" by Eric Carle (click on image above). Encourage your child to read along as the story becomes familiar.
- Cut out the word cards here and here. Put them in order and read the words on each card with your child. Note the capital letter which begins the sentence and the period and question mark which end the sentences.
- Mix up the cards and encourage your child to put them back in order by reading each word on the card. Provide support as necessary. If needed, write the sentences out on paper and use them as a model for your child to match to as they are putting their word cards in order to create a sentence.
- Ask your child to write their own story using the same predictable language format, for example, *Have you seen my elephant?*

Activity C – Have You Seen My Cat?

Word Cards

Have	you
seen	my
cat	?

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Activity C – Have You Seen My Cat?

Word Cards

This	is
not	my
cat	.

read·write·think

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Activity D – Listen for Rhyme

Awareness of rhyme is a first and early step in learning to read.

- Help your child become aware of rhyme by pointing out words that rhyme in books, songs and objects around the house
- Ask your child to listen as you say 2 rhyming words (e.g., dog, log) then comment “Those words rhyme.”

- Exercise, Rhyme & Freeze! Click below.

Activity E – Make Rhyming Words

Making rhyming words is a later step in learning to read.

- Use repetitive poetry like in nursery rhymes or songs
- Use your child's name to create fun, silly rhymes (e.g., Super Cooper, Sailey Hailey)
- Use pictures, flash cards or sort objects by rhyme
- Play games with rhyme like "I spy" (e.g., I spy something that rhymes with poster. It's the...toaster!)

What makes words rhyme? Click below to find out.

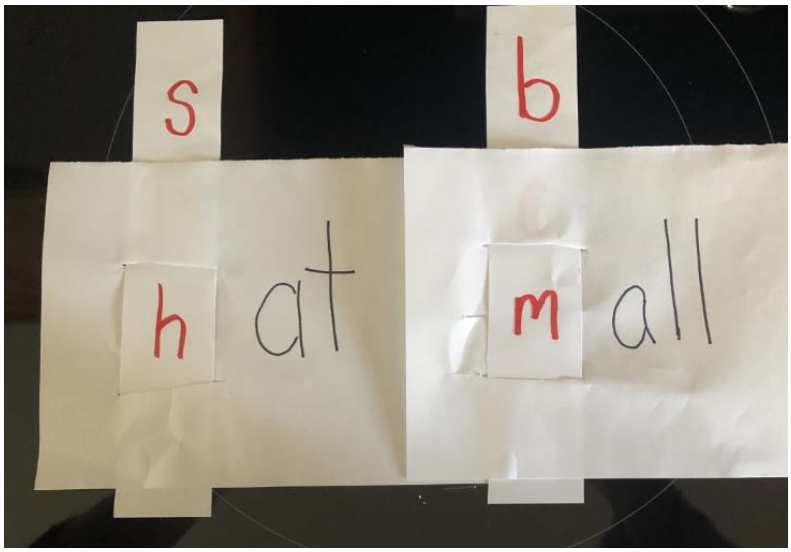
See next slide

Activity E – Make Rhyming Words

Rhyming words have the same ending sound(s). We only change the first sound to make a new rhyming word.

- You will need 2 sheets of paper, 2 coloured markers or crayons and scissors.
- Cut one paper in half and cut 2 strips (4cm or 1 ½ " wide) from the second sheet of paper
- Cut two slots (same width) just above and just below your word ending and slide a strip of paper through so it can be pulled up or down
- Write a familiar word ending on each sheet in one colour. Write beginning letter sounds on each strip

Help your child "see" how to make rhyming words!

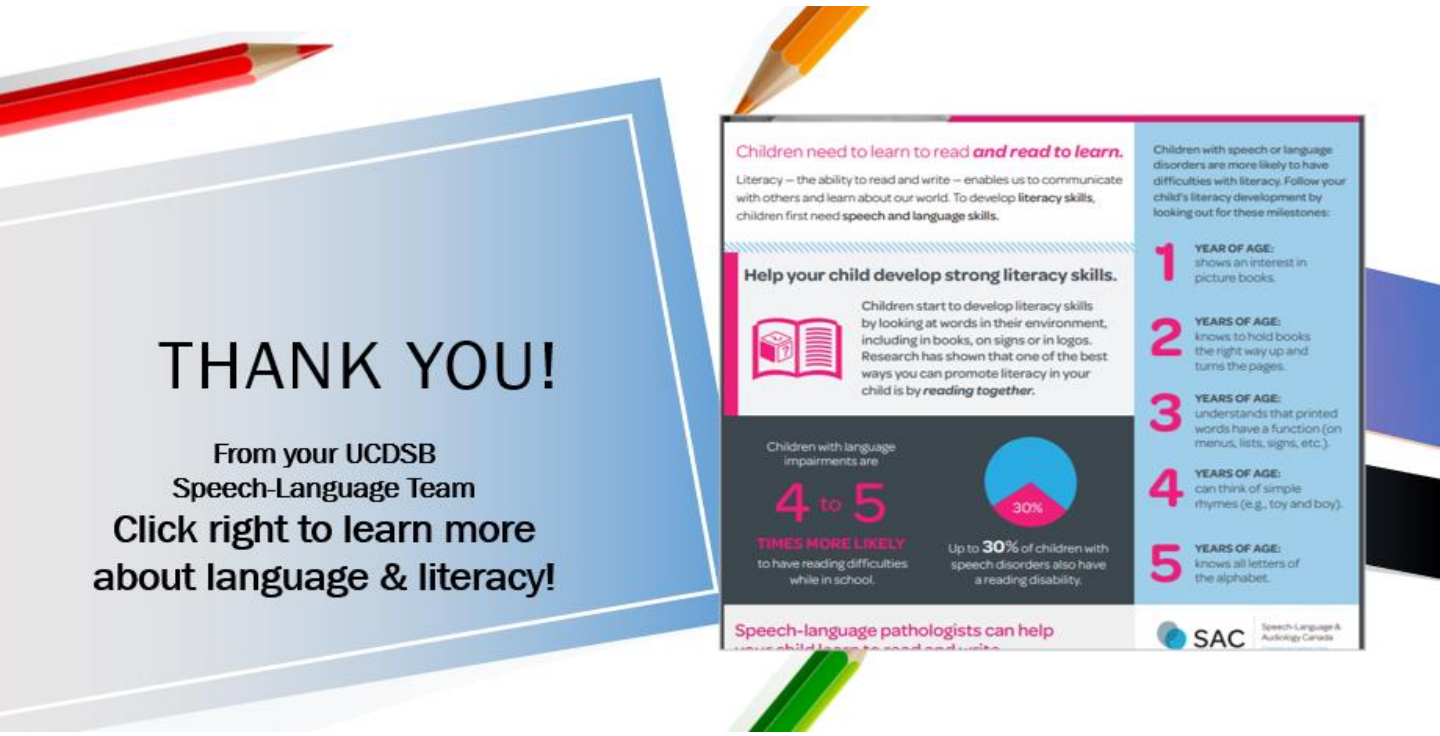


See next slide

Activity E – Make Rhyming Words

Let's review and practice listening for rhyme!

Click the image for a game.



FSL – Activity A

Learn the **Letter Names** in French!

-Click on the image below to get a video of the letter names of the alphabet in French:

Learn the **Sounds** of the Letters in French!

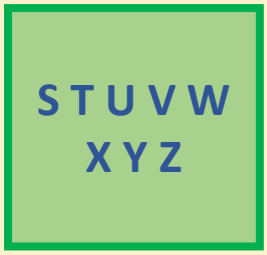
-Click on the image below to get a video teaching the sounds for the **letters A-J**:

Learn the **Sounds** of the Letters in French!

-Click on the image below to get a video teaching the sounds for the **letters K-R**:

Learn the **Sounds** of the Letters in French!

-Click on the image below to get a video teaching the sounds for the **letters S-Z**:



CLICK here to play a game

FSL – Activity A … continued

Play the game "Licorne"

- You will need:
  - The game (see image below to make a similar board with your child)
  - Dice
  - Tokens
  - The Instructions

Instructions en français	Instructions en anglais
Tous les joueurs mettent leur pion sur la case "licorne" pour commencer .	Every player places their token on the unicorn to start.
Avancez le nombre de case qui correspond au dé.	Roll the dice and advance the corresponding number of squares.
Lorsque le joueur met son pion sur la lettre, il doit faire le SON de la lettre.	When the player lands on a letter, s/he must make the SOUND that the letter makes.
Si un joueur atterrit sur le nuage, il/elle doit recommencer le jeu.	If the player lands on the cloud, s/he must go back to the beginning.

FSL – Activity B

1. Watch these 3 videos to practice combining letters to make SYLLABLES:

2. Then ask your child the following questions:

Quelle syllabe entends-tu au début des mots suivants? / *Which syllable do you hear at the beginning of these words?*

- bateau “ba”
- coccinelle “co”
- champignon “cha”
- tulipe “tu”
- Ontario “On”

Entends-tu le son « ON » dans les mots suivants?/ *Do you hear the sound « on » in these words?*

- papillon
- mouton
- poisson
- cadeau
- fourmi
- chanson

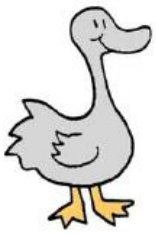
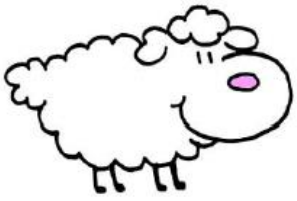
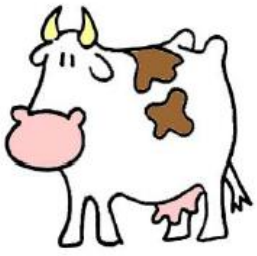
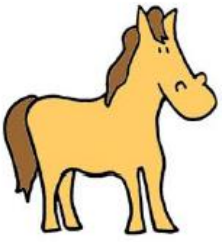
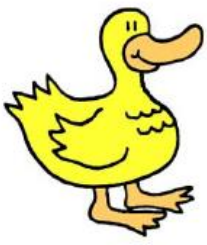
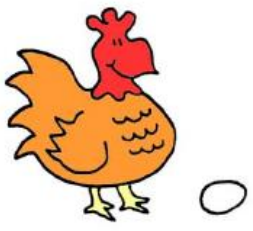
Où est ce que tu entends le “ON”: au début, milieu ou à la fin? / *Where do you hear the sound « on »: at the beginning, middle, or at the end?*

FSL – Activity C

1. Practice reading the animal words in French with your child. **Click on each title to get the flashcard of words and pictures.**
   - **Les animaux de la ferme**
   - **Les animaux de la forêt**
   - **Les créatures des mers**
   - **Les animaux de compagnie**
   - **Les animaux du zoo**
2. Then do the following home activities.

Home Activities

- **Practice labeling the different animals in French**
- **Think about sounds:**
  -Clap out the syllables in each word (ex: “chien” = 1 clap, “tortue” = 2 claps, “é-lé-phant” = 3 claps)
  -Listen for which animals start with the same SOUND (ex: /k/ - cochon, canard, kangourou, /l/ - lion, lapin, /ch/ - chevreuil, cheval, etc.)
- **Sort the animals into different categories:**
  - By size (petit, moyen, grand, etc.)
  - By location (animaux de la ferme, de la forêt, de la mer, etc.)
  - By colour (blanc, brun, jaune, taché noir et blanc, etc.)
  - By attribute (4 pattes/2 pattes/0 pattes, qui vole, qui ont une queue longue/courte, lent/vite, etc.)
- **Hide toy animals or printed cards around the house and have your child practice describing where they found each animal** (ex: “J’ai trouvé l’ours *en-dessous* du fauteuil.”, “J’ai trouvé le chèvre *en arrière* du bureau.”, etc.).

 l'oie	 la chèvre	**23. Animaux de la ferme -** l'oie, la chèvre, le mouton, la vache, le cheval, le cochon, le canard, la poule
 le mouton	 la vache	 le cheval
 le cochon	 le canard	 la poule

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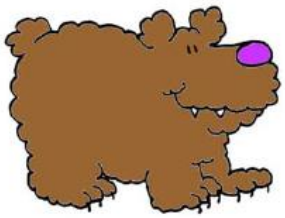
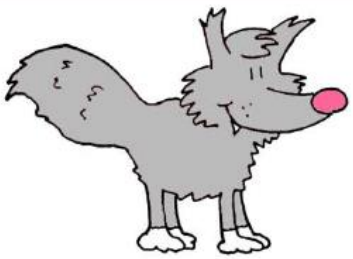
 l'ours	 le raton laveur	**24. Animaux de la forêt -** l'ours, le raton laveur, le chevreuil, le lapin, l'écureuil, le hibou, la moufette, le loup
 le chevreuil	 le lapin	 l'écureuil
 le hibou	 la moufette	 le loup

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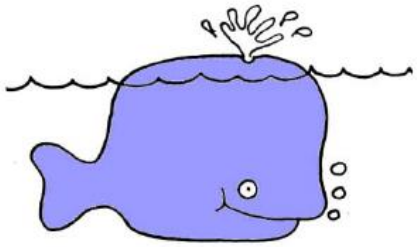
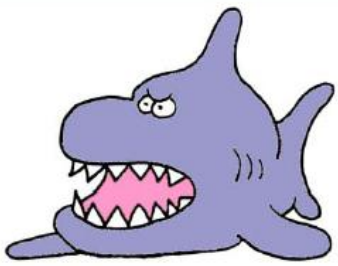
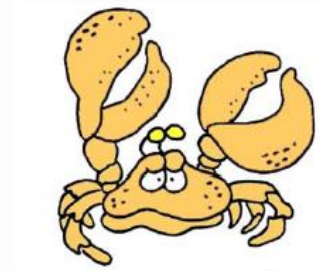
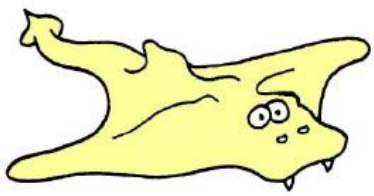
 la pieuvre	 la baleine	**25. Créatures des mers -** la pieuvre, la baleine, l'anguille électrique, le requin, le crabe, le dauphin, la raie électrique, le homard
 l'anguille électrique	 le requin	 le crabe
 le dauphin	 la raie électrique	 le homard

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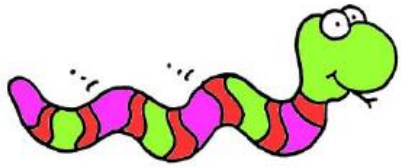
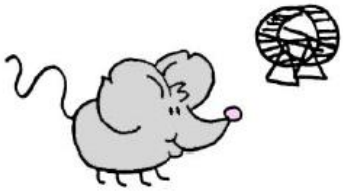
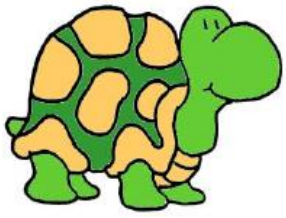
 le perroquet	 le serpent	**26. Animaux de compagnie -** le perroquet, le serpent, la souris, la tortue, le lapin, le chien, le chat, le poisson rouge
 la souris	 la tortue	 le lapin
 le chien	 le chat	 le poisson rouge

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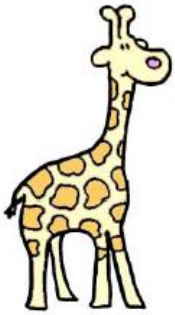
la gorille

l'hippopotame

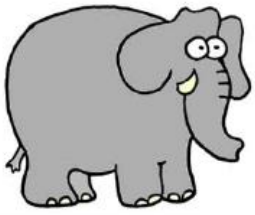
27. Animaux du zoo -
la gorille, l'hippopotame,
la girafe, le singe, le kangourou,
l'éléphant, le zèbre, le lion



la girafe

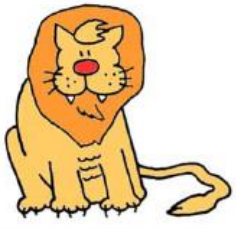
le singe

le kangourou



l'éléphant

le zèbre



le lion

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Kindergarten Program Connections

Note: Highlighted expectations are addressed throughout 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)