

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

A

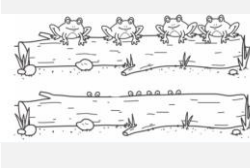
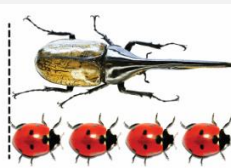
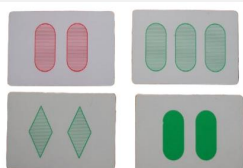
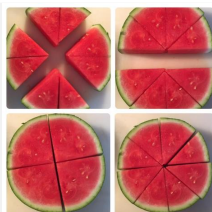
B

C

D

E

Talking About the Math: Click on the images for prompts and questions.



Games and Other Activities

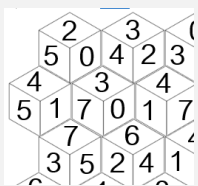
[Puzzles](#)



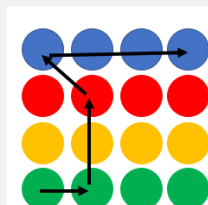
[10 Take Away](#)

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

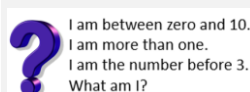
[One More,
One Less](#)



[Dot Map](#)



[Number Riddles](#)



Invisible Ink

Write a secret message using your sight words. Use invisible ink to trick your reader! Click the link for a recipe:



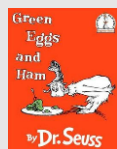
Storytelling

Stories are not only entertaining, they help us learn. Stories were the primary teaching aid of many First Nations people, and storytelling is still very important today. Click the image:



Rappin' to Green Eggs and Ham

Rhyming is not only fun, it is an important skill for developing as a reader. Please click the image for an activity:



Understanding Syllables

Understanding syllables helps us to decode words when reading and helps us to spell words when writing. Click below for an activity:



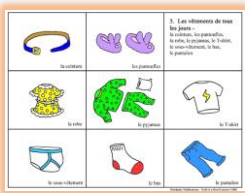
Blending Syllables

We can listen to syllables and put them together into a word. This is called **blending**. Click below for an activity:



Practice reading words about clothing in French with your child and do the home activities that follow.

Click image for activity



Read the Mathologie book "[Au jeu](#)" and do the online activity that follows.

Click image for additional activities



Discover yoga through the eyes of an ostrich that lives in the savanna!

Click image to begin your mini-yoga adventure!



Listen and read the French Experiment book "Les Trois Petits Cochons" and illustrate the part of the story that you enjoyed the most. Click image to access the story



Watch the [MiniTFO video](#) and learn how to count to 9 with Josée and Lexie.

Then complete the "Mon cahier de monstres" booklet.



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.

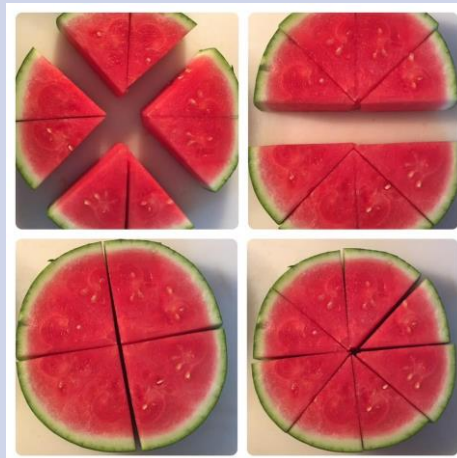
Talking About the Math



Task A: Watermelon Mania

[IM Talking Math Day 36](#)

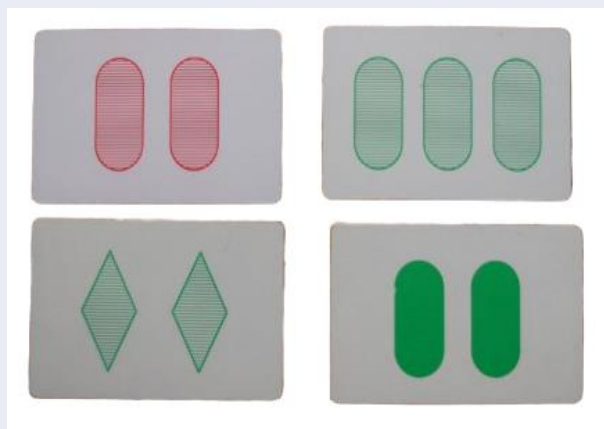
- ✓ Which one doesn't belong?
- ✓ A friend chose differently, which watermelon might they have picked and why?
- ✓ Which watermelon has the fewest slices?
- ✓ Which watermelon has the most slices?
- ✓ From which picture would you want a piece of watermelon? Why?



Task B: Which One Doesn't Belong

[WODB Shape 41](#)

- ✓ Which image from the game of SET does not belong? Why?
- ✓ Can you find a reason why each image might not belong?



Task C: How Many?

talkingmathwithkids.com

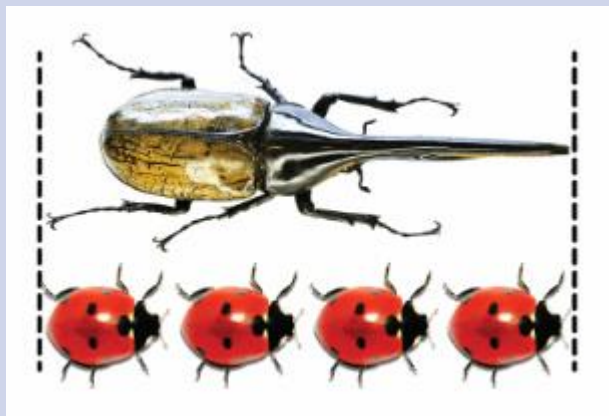
- ✓ How many avocados are there all together? How did you count them?
- ✓ If your family ate 2 avocados each day, how many days would these avocados last?



Talking About the Math

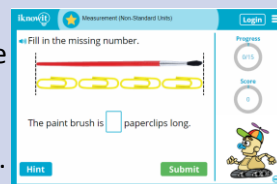


Task D: How Long?



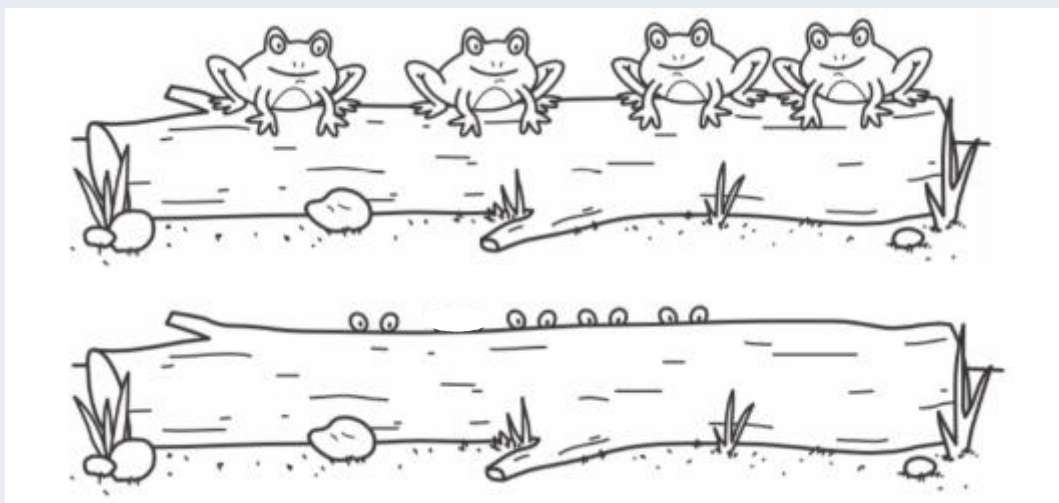
- ✓ How long is the beetle?
- ✓ How many ladybugs-long would 3 beetles be?
- ✓ If there were 8 ladybugs, how many beetles would you have?

Want to practice more measuring with non-standard units? Check out [this activity](#).



Task E: Notice & Wonder and Same but Different mathlearningcenter.org

- ✓ What do you notice about the picture (*look and see*)?
- ✓ What do you wonder about the picture (*questions you have*)?
- ✓ What is the same between the top and bottom?
- ✓ What is different between the top and bottom?





Puzzles



<https://earlymath.erikson.edu/diy-puzzles-made-from-cardboard-can-develop-spatial-thinking/>

Build some puzzles together.

Puzzles are a great way for children to develop their spatial-thinking and problem-solving skills.

Talk about what you see in the puzzle.

Can you create your own puzzles? Here are some simple instructions.

Required Materials:

- ☐ Cereal box (or other cardboard box)
- ☐ Pencil
- ☐ Scissors

Optional Materials:

- ☐ Photo, poster, magazine page, drawing
- ☐ Glue
- ☐ Dark marker



Directions:

1. Choose the image on the box *or* a picture of your own. If you are using the image on the box go to *step 2*. If you are using your own picture, glue the image onto your cardboard and let it dry completely.
2. Cut along the edges of your picture to make the puzzle border.
3. Flip the cardboard over and use a pencil to mark lines for the puzzle pieces (you may choose to trace the lines with a dark marker). *The lines don't need to look like traditional puzzle pieces – they can be straight like the image of the Cheerio box.*
4. With scissors, cut along the lines. *Decide how many puzzle pieces your child can handle.*
5. Now you have your puzzle! *Keep the pieces together in a bag.*

Ten Take Away

<https://www.mathcoachscorner.com/2013/03/ten-take-away/>



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

Required Materials:

- Playing cards with face cards removed (Aces = 1 and 10's = 10)
- Ten frame gameboard (you can print out this slide, or draw a rectangle with ten partitions)
- 2 different-colour crayons, markers, pencil crayons

Instructions:

- Choose a playing card.
- Write the card number on your gameboard.
- Colour the corresponding number of circles on the ten frame.
- Using a different colour, colour the remaining circles on the ten frame.
- Cross off the dots that were coloured first.
- State the subtraction sentence that goes with the ten frame.

Dot Map



Adapted from <https://mathathome.org/dot-map/>

Required Materials:

4 colours of chalk (or four colours of construction paper)
Pencil crayons (or markers) to match the chalk colours
Small sheet of paper
Small Ziploc bag
Dry erase marker

Instructions:

1. Create a 4x4 pattern of chalk circles outdoors (or cut-out circles using construction paper). The circles should be big enough for your child to stand on. Use one colour for each row or column.

On the small sheet of paper, recreate the dot pattern using pencil crayons. This will be your map. Keep your map in the small Ziploc bag.

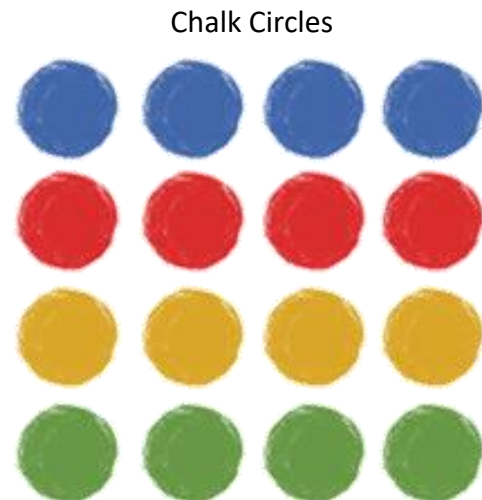
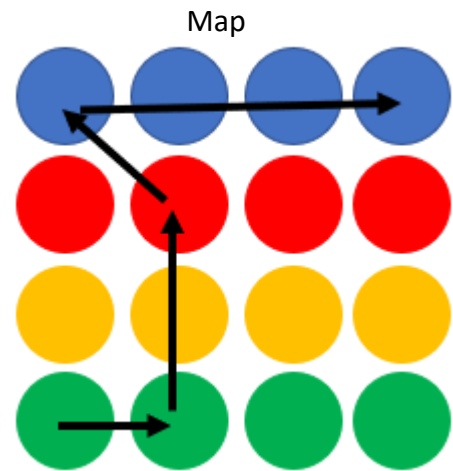
1. Draw a route on your map. At first, draw a simple path with only two turns of direction. Increase complexity as your child becomes more confident. You can draw arrows marking the start and end of the path to make it easier for your child to follow along.
2. Encourage your child to follow the map by walking on the corresponding chalk circles.
3. Ask questions:
Which way will you turn - right or left?
Will you take a step forward or backward?
How many steps until we get to the end?

Change it up:

Use a blank 4x4 grid as the map so your child won't rely on colour clues.

Switch roles - have your child say directions from the map while you move around the chalk circles.

Place images from a favourite story on different circles; create directions to retell the story.





Number Riddles



After you read each clue, guess at what the number could be.
Revise your guess after each clue.

<p>I am between 0 and 10. I am more than 1. I am the number before 3. What am I?</p>	<p>I am less than 10. I am more than 4. I am all of the sides on two triangles. What am I?</p>
<p>I am less than $8 + 2$. I am between 5 and 9. I am the number of sides on a rectangle and a triangle. What am I?</p>	<p>I am between 0 and 5. I am not the number of sides on a triangle. I am a double. I am not $2 + 2$. What am I?</p>
<p>I am less than 10. I am an even number. I am the next number in the pattern: 0, 2, 4, ____, ... What am I?</p>	<p>I am between 0 and 10. I am an odd number. I am the number of sides on a square and a pentagon. What am I?</p>



Did you enjoy the number puzzles?
Try out the [Who Am I?](#) puzzles.

One More or One Less *version 1*



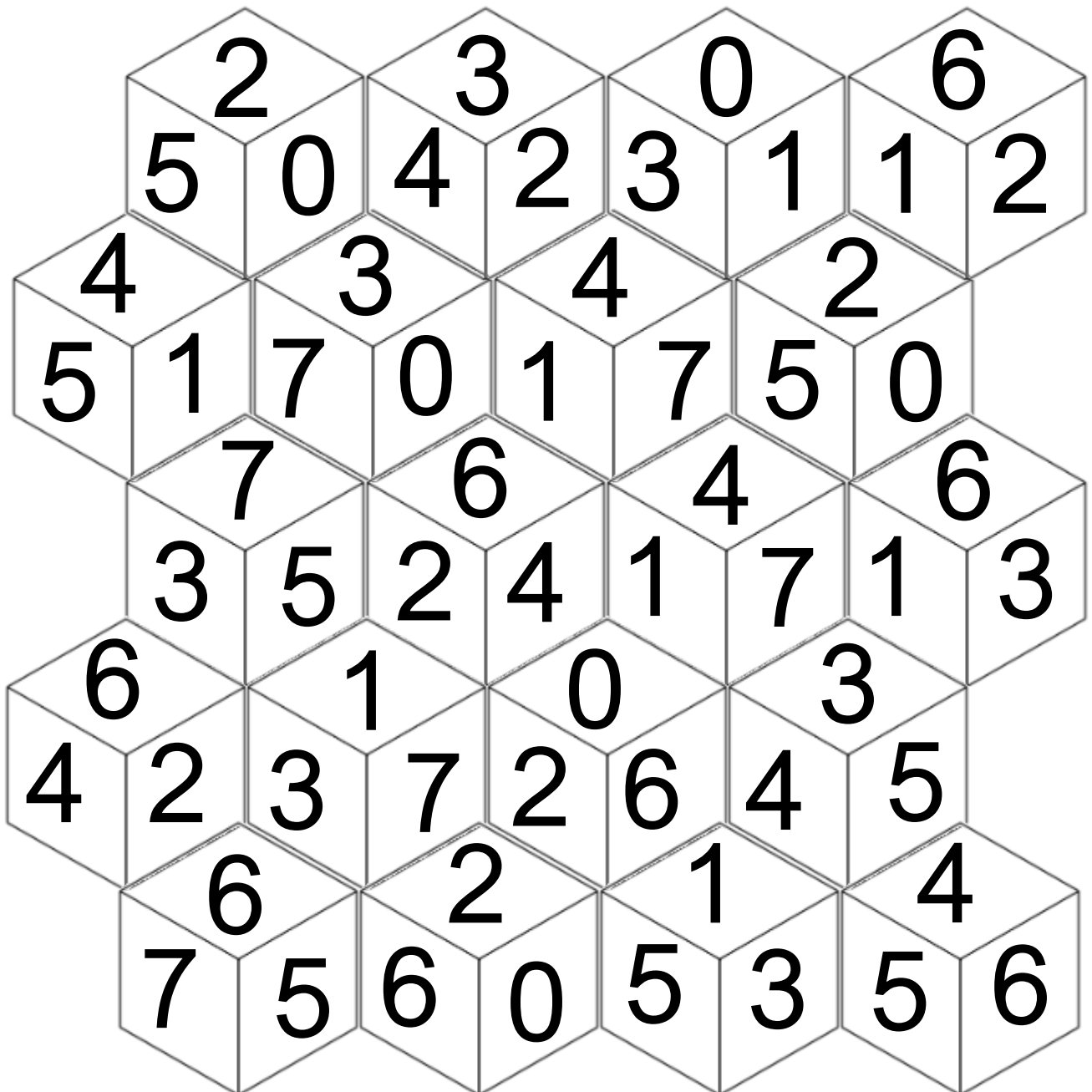
Required Materials:

- ☐ 2 or more players
- ☐ 1 die

Instructions:

- ☐ Take turns rolling the die.
- ☐ Colour a rhombus that is *one more or one less* than your roll.
- ☐ Play until all rhombuses have been coloured.
- ☐ The player who colours the most rhombuses wins.

Change it up: Earn a point for each connecting rhombus you colour. Ask questions - *What number are you hoping to roll next? Why?* Play the two dice version on the [next page](#).



One More or One Less *version 2*



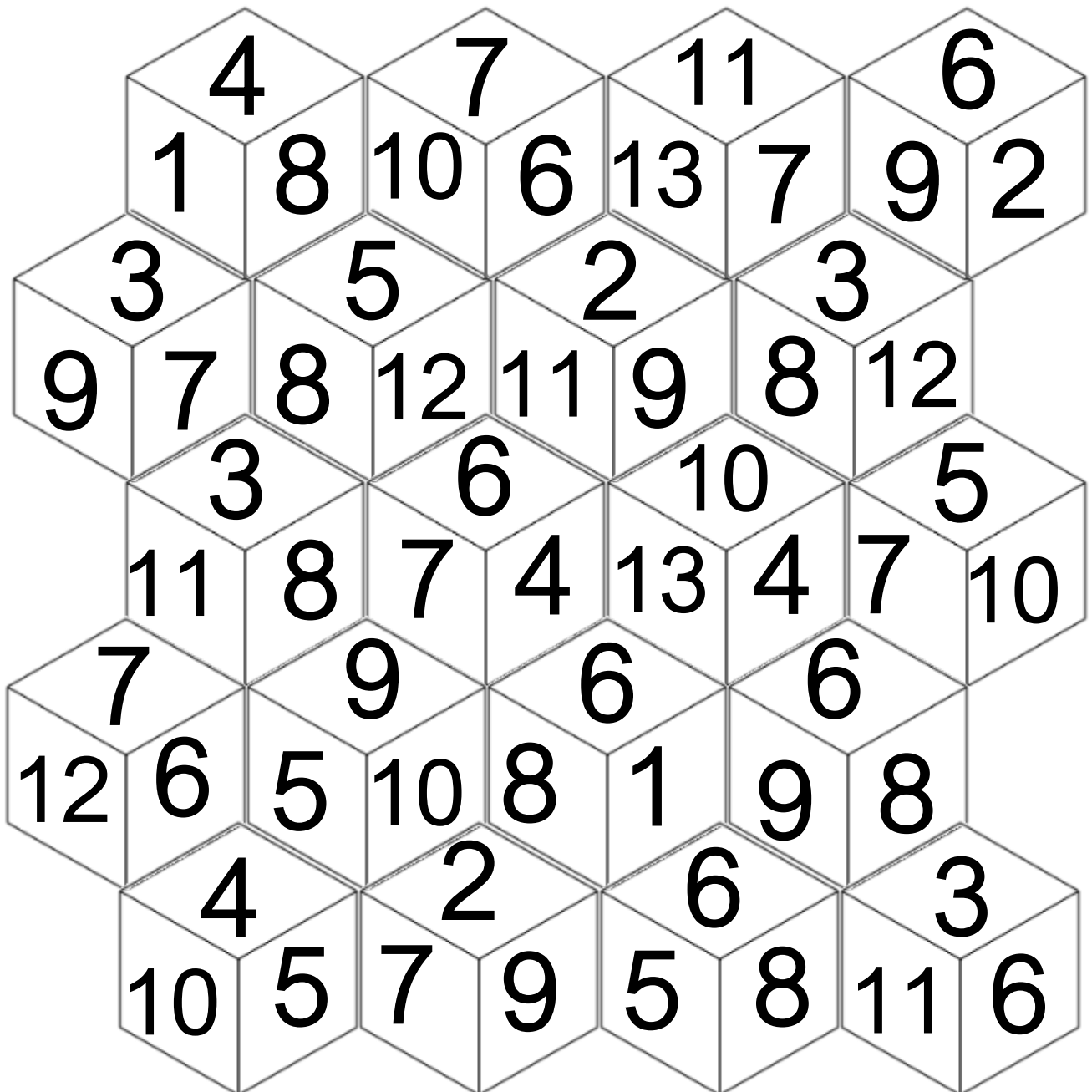
Required Materials:

- ☐ 2 or more players
- ☐ 2 dice

Instructions:

- ☐ Take turns rolling the dice.
- ☐ Colour a rhombus that is *one more or one less* than your roll.
- ☐ Play until all rhombuses have been coloured.
- ☐ The player who colours the most rhombuses wins.

Change it up: Get a point for each rhombus that you have coloured in that connects? Ask questions such as what number are you hoping to roll next? Why?



Activity A – Invisible Ink



6

Make invisible ink

National Research Council Canada

Invisible ink is used to write messages that are **undetectable** to the naked eye. Discover your inner “secret agent” by creating and revealing your own hidden messages in this fun and simple chemistry experiment.

Materials

- Baking soda
- Water
- Bowl
- Spoon
- Toothpick, cotton swab, paintbrush or other tool for writing
- White paper
- Purple grape juice

Instructions

1. Add equal parts baking soda and water to bowl; stir with spoon. Make sure the baking soda dissolves well so as not to be too powdery.
2. Dip toothpick, cotton swab or other writing tool into the “ink”; write a message on the paper.
3. Allow the ink to dry completely until it is invisible.
4. Paint over the paper with purple grape juice to reveal your message.

What just happened?

This is a classic example of an acid-base chemical reaction. The acid in the grape juice is neutralized by the baking soda (the base), producing a colour change on the paper to reveal your message.

Write a secret message to a family member or friend. Try to use the sight words you have been practicing in your message!



Science.gc.ca

50



Activity B – Storytelling

Activity adapted from

https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/ach_lr_ks_clsrs_learningcircle_lc47_1316538044949_eng.pdf



Background Information for Parents

First Nations societies regularly tell stories — about adventures, ancestors, or different aspects of the land. Through stories and songs, First Nations keep their history alive and pass it on to subsequent generations.

First Nations storytelling has always been a communal experience. Stories brought people together to share a past, to explain the seemingly inexplicable in creation or to instruct. A powerful story might also make children see the consequences their actions might have.

First Nations people use stories for entertainment, recording history and education. As a teaching tool, stories are a valuable way to educate young people about the values and beliefs that First Nations consider important for their members. Teaching stories fall into different categories. Some are similar to fables, with explicit morals. Another popular kind of teaching story is the open-ended story. Here the lesson is subtle, possibly even obscure, and is left to the students or listeners to discover. The discovery story educates listeners gradually. The goals or morals of the story reveal themselves to the listener, as his or her maturity and life experiences develop.

Traditionally, winter, with its longer nights, was the main storytelling season. Historical stories ensure the recording and transmission of important events for families and for Nations. However, stories used primarily as teaching tools for the young can be told at any time by anyone. The education of First Nations children is not left strictly to the children's family or parents. A wide range of individuals, including members of the extended family, older siblings, friends, Elders and leaders, also occasionally instruct the young. In addition, stories are a useful method for teaching and retaining First Nations languages.

 Click here for activity

Activity B – Storytelling



Activity adapted from

https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/ach_lr_ks_clsrs_learningcircle_lc47_1316538044949_eng.pdf

1 – Read. Click the box below for the story.

CREE STORY – THE GRANDDAUGHTER WHO WAS EATEN BY A BIG FISH

2 - Discuss the following prompts. Being able to talk about a story is an important skill to develop. Focus on the conversation and encouraging your child to express their thinking. It is not important to sit and answer all the questions at one time.

- Why didn't Gookum want her granddaughter to swim in the lake?
- What was Beulah's reaction when she was told not to swim in the lake? Do you think that was the right way to act?
- Why did Beulah disobey Gookum? Do you think there may have been other ways for her to cool off without swimming in the lake?
- How did Gookum react when she discovered Beulah in the big fish? How do you think she felt?
- Do you think Beulah learned something? What did she learn?
- What did you learn?

3 - In the story, Beulah is visited by three animals on her trip to the lake: a squirrel, a butterfly and a blue jay. Imagine that the animals were trying to remind the girl of what Gookum had said. What would the animals be trying to tell Beulah? What might the animals say? How would they say it? Act out the three roles.



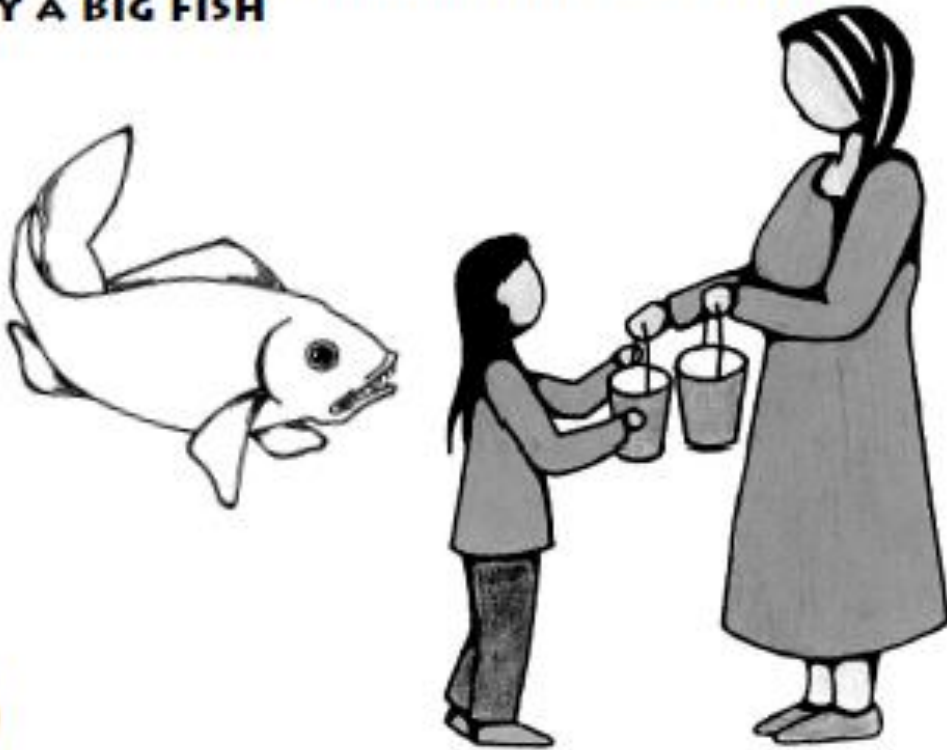
Activity B – Storytelling



Activity adapted from
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CREE STORY —

THE GRANDDAUGHTER WHO WAS EATEN BY A BIG FISH



This is a story about Gookum (Cree word for "grandmother") and her mischievous granddaughter, Beulah. Beulah was a very curious little girl. She was always wandering off from the camp, looking for adventures. Gookum was always telling her to listen. One day, Gookum asked Beulah to get some water from the lake so she could make soup.

"Whatever you do, don't go swimming in the lake alone," said Gookum.

"Why not?" asked Beulah.

"Because there is a giant fish in that lake, and he will catch you and swallow you up if you swim too far."

"Eeeeyya, Gookum. I'm not afraid of a big fish."

storytelling



Activity B – Storytelling



Activity adapted from

https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/ach_lr_ks_clsrs_learningcircle_lc47_1316538044949_eng.pdf

So, Beulah went off to collect the water. Oh, it was a nice warm day. The sun shone brightly.

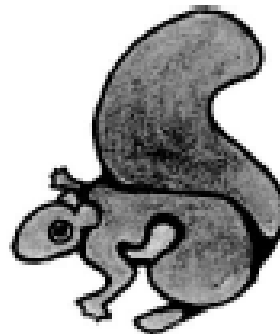
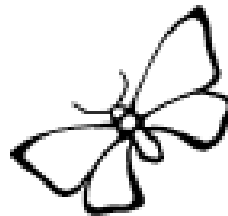
A squirrel chattered as she walked along the path.

"Go away, silly squirrel. I am busy."

A butterfly flew around the girl. She ran around in circles trying to catch the butterfly until it flew away. "I am really hot now," Beulah said to herself.

Finally, Beulah came to the lake. She went to the big rock where Gookum had showed her to stand to get water. She dipped her buckets in the lake. They filled up quickly. Those buckets were heavy now. She had to be very careful when she carried them to the shore, they were so heavy. With a cup, she scooped out the little sticks and leaves that floated on the top. She was ready to carry them back now.

storytelling



Activity B – Storytelling



Activity adapted from

https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/ach_lr_ks_clsrs_learningcircle_lc47_1316538044949_eng.pdf



Carrying the buckets made Beulah tired. She lay down next to the water, in a nice spot on a large flat rock. The sun shone on her. She was very hot, so she took off her shirt.

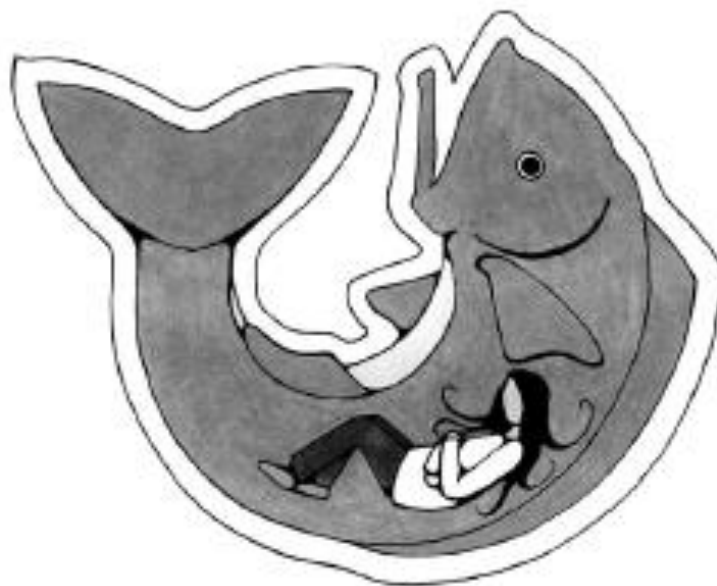
A blue jay landed in a tree next to the path. The blue jay squawked at her.

"You noisy old bird. Stop disturbing me."
The blue jay flew away.

Beulah decided to have a quick swim, just to cool off before she took the water back for Gookum. She removed all of her clothes and dived in.

The water was nice and cool. Beulah was a good swimmer. She decided she would swim out as far as she could. As she swam out, Beulah saw a huge silver flash in the water. It was a great big fish, and with one gulp, it swallowed her whole! Beulah found she was trapped in the stomach of the huge fish Gookum had warned her about.

"Oh no," she cried. "I should have listened to Gookum!"



storytelling



Activity B – Storytelling



Activity adapted from

https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/ach_lr_ks_clsrs_learningcircle_lc47_1316538044949_eng.pdf

Beulah had been gone a long time. Gookum thought that she had found an adventure and forgotten to get water. There was no point in worrying about her — there were chores to be done around camp. She cut wood and made dinner. When Beulah wasn't home by night, Gookum was worried, but she knew the little girl was able to take care of herself in the woods.

The next day, Beulah still was not back. Gookum needed food, so she gathered the fishing net and went down to the lake. She caught six fish. One was a huge creature that stretched as long as her arms and more. That big fish would feed a whole family for a week.

She started cutting up all the fish. When she finally got to the big fish, she slid the knife into the belly. Beulah jumped out, very much alive.

At first, Gookum was startled, but she quickly realized it was Beulah, who was covered head to toe in slimy, sticky fish innards.

She shook her head at Beulah, and began to laugh at her. "I told you, I told you not to swim in the lake." Beulah bowed her head and said nothing. She just went to the lake to clean off all the smelly fish slime.

storytelling



[Back to Questions](#)

Activity C – Rappin’ to Green Eggs and Ham



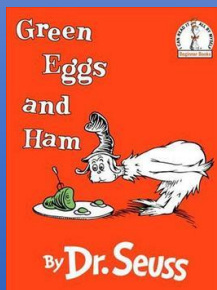
Words that rhyme are words that sound the same at the end.

cat – hat
fox – sox
git – sit

1 – Review a number of rhyming words with your child. Point out what makes words rhyme. Ask your child to think of an example of two rhyming words.

2 – Watch the video, linked [here](#), of Green Eggs and Ham (written by Dr. Seuss) performed by Wes Tank as a rap song. As you listen, ask your child to jump or perform another type of movement when they hear a pair of rhyming words. If you have the book at home, follow along with the book if you wish.

**Alternatively, if you have the book at home, read from the book without the video.*



3 – What’s In My Bag?

Collect simple items at home which have rhyming words that your child could guess. Examples include: key, sock, ring, pant, spoon. Hide these items in a bag.

Ask your child to choose an item out of the bag and think of as many rhyming words for the item as possible.



Activity D – Understanding Syllables

Words are made up of parts. Syllables are word parts.



- ✓ Words can have 1, 2, 3 or even more syllables.
- ✓ Every syllable has a vowel.
- ✓ Syllables are like beats in a word.

What is a syllable? Let's move and learn!

Click the image.





Activity D – Understanding Syllables



Let's segment syllables!

Click the image.

Syllables are word parts that we can play with or manipulate.

- ✓ We can clap or tap out beats in a word. This is called ***segmenting***.
- ✓ How many syllables does your name have? Clap or tap it out.
- ✓ How many syllables do these words have?

*dog, doll, turtle, baby, elephant,
banana, motorcycle, hippopotamus*



Activity E – Blending Syllables

Try these at home!



HAVE FUN COUNTING SYLLABLES!

THANK YOU!

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

Children need to learn to read and read to learn.
Literacy – the ability to read and write – enables us to communicate with others and learn about our world. To develop literacy skills, children first need speech and language skills.

Help your child develop strong literacy skills.
Children start to develop literacy skills by looking at words in their environment, including in books, on signs or in logos. Research has shown that one of the best ways you can promote literacy in your child is by reading together.

Children with language impairments are **4 to 5 TIMES MORE LIKELY** to have reading difficulties while in school.

Up to **30%** of children with speech disorders also have a reading disability.

Speech-language pathologists can help

YEARS OF AGE:
1 shows an interest in picture books.
2 knows to hold books the right way up and turn the pages.
3 understands that printed words have a function (on menus, lists, signs, etc.).
4 can think of simple rhymes (e.g., toy and boy).
5 knows all letters of the alphabet.

SAC Speech-Language & Audiology Centre



Activity E – Blending Syllables

Syllables are word parts that we can play with or manipulate.

- We can listen to syllables and put them together into a word. This is called ***blending***.
- Have someone in your family say words syllable by syllable in a robot voice. See if you can blend the syllables together to figure out the word!

Let's blend syllables!



FSL – Activity A

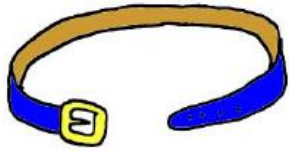


1. Practice reading the words about clothing in French with your child. **Click on each title to get the flashcard of words and pictures.**
 - [Les vêtements de tous les jours](#)
 - [Les vêtements d'été](#)
 - [Les vêtements d'hiver](#)
2. Then do the following home activities.

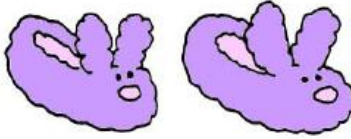
HOME ACTIVITIES

- **Practice labeling the different clothing items in French**
- **Think about sounds**
 - Clap out the syllables in each word (ex: “bas” = 1 clap, “cein-ture” = 2 claps, “pan-ta-lon” = 3 claps)
 - Listen for which words start with the same SOUND (ex: /s/ - souliers, ceinture, sandales, /p/ - pantalon, pantouffles, etc.)
- **Sort the clothing items into different categories:**
 - By season (vêtements d'été, vêtements d'hiver, etc.)
 - By body part (vêtements qu'on porte sur les pieds, sur les mains, sur les jambe, etc.)
- **Make a plan!**
 - Every evening have your child make a plan for what they will wear the next day by describing each item they will wear.
 - Lay out the clothes based on the child's plan so that they are ready for the morning!

« Demain je vais porter:
ma jupe beige
mon tee-shirt rouge
mes souliers noirs
... »



la ceinture



les pantoufles

5. Les vêtements de tous les jours -

la ceinture, les pantoufles, la robe, le pyjamas, le T-shirt, le sous-vêtement, le bas, le pantalon



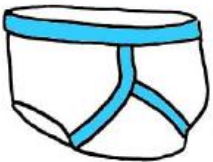
la robe



le pyjamas



le T-shirt



le sous-vêtement



le bas








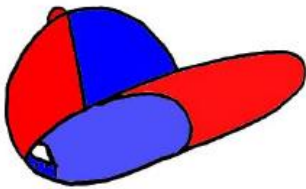


le pantalon

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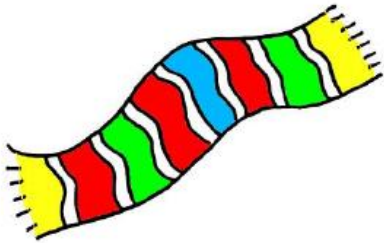
**Return to
HOME ACTIVITIES**



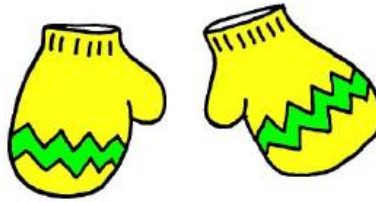
		6. Vêtements d'été - les sandales, les lunettes de soleil, les souliers, le short, le maillot de bain (pour fille), le maillot de bain (pour garçon), le débardeur, la casquette de base-ball
les sandales	les lunettes de soleil	
		
les souliers	le short	le maillot de bain (pour fille)
		
le maillot de bain (pour garçon)	le débardeur	la casquette de base-ball

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**Return to
HOME ACTIVITIES**



le foulard



les mitaines

7. Vêtements d'hiver -
le foulard, les mitaines,
le chandail, le pantalon de neige,
les gants, le manteau, la tuque,
les bottes d'hiver



le chandail



le pantalon de neige



les gants



le manteau



la tuque



les bottes d'hiver

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**Return to
HOME ACTIVITIES**

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)