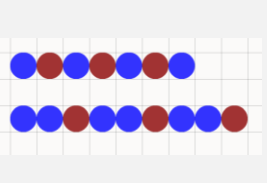
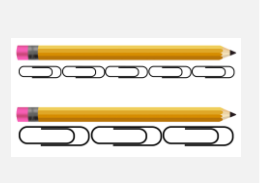
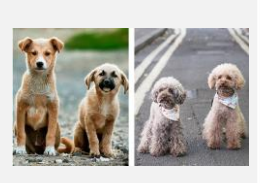
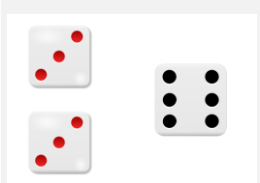


**Instructions:** Choose from the options below. Enjoy as many or as few as you have time for.

Math

**A** **B** **C** **D** **E**

Talking about Math: How are each of the images below the Same but Different?

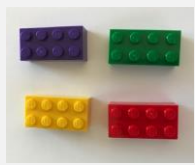


Games and Other Activities

[7 Minute HITT workout](#)

Exercise	Monday	Tuesday	Wednesday	Thursday	Friday
Long Jump					
Free Climb					
Circle Search					
Big Fish					
Character Hop					
Countdown					
Character Interview					

[Solve the Mystery](#)



[Lego Barrier Game](#)



[What Comes Next?](#)



[War](#)



Literacy

**Sight Word Tic-Tac-Toe**

Find a sibling, parent or family member to play tic-tac-toe. Click the image for details!



Find a list of sight words [here](#).

**Alphabet Sound Match-Up**

Your child might use objects around the house to reinforce letter sounds. Click on the image below:

ABCDEF  
GHIJKL  
MNOPQR  
STUVWX  
< N

**Puppet Show**

Choose a favourite book at home or an online book [here](#) (choose Literacy Place Shared eReading or BookFlix). After reading the story together, your child might want to create puppets for the main characters. Encourage your child to be dramatic in retelling the story using their puppets.

**Art with Nature**

Be creative & resourceful - repurpose natural materials in this writing activity. Click on the picture:



**Be a Designer**

Kids have the most creative ideas. Challenge your child to design a package for their favourite food. Click the image:



French as a Second Language

Discover yoga through the eyes of a curious little butterfly who lives in the Savanna!

Click the image to begin your Mini-Yoga adventure!



Note: you will need to create a free account to access the video.

**Les fruits**

Watch: [#1 -Apprendre les fruits en s'amusant](#)  
Listen and sing: [#2 -J'aime les fruits](#)

Click the image for activity.



**Watch and Create**

Watch the 25 mins video ["J'ai Faim!"](#) –  
*Note: you will need to create a free account to access the video.*

Create a fake stomach: as demonstrated in the video and draw your observations. Click [here for instructions](#).

**Les mois de l'année**

Listen and sing along to the French song ["Les mois de l'année."](#)

Click [here for some online games](#) to practice your months in French.

**Quel temps fait-il?**

Listen and sing along to the French weather song ["Quel temps fait-il aujourd'hui?"](#)

Click the image for activity.



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 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.

# 7 MINUTE HIIT WORKOUT FOR KIDS

SET AN INTERVAL TIMER FOR 45 SEC OF WORK 15 SEC OF REST

Activity from [He's Extraordinary Tools for Raising an Extraordinary Person](#)

Keep track of how many of each you can do in 45 seconds. [Track them on the next page.](#)



## Frog Jump - Hop, hop, hop up and down like a frog

These are exactly what they sound like. Hop back and forth, like a frog. Depending on how much room you have, you may need to hop in one place.



## Bear Walk – With your hands & feet on the floor, hips high, walk left and right

Place your hands and feet on the floor. Your hips and butt should be in the air, higher than your head. On all fours, take two steps forward and two steps back, then repeat.



## Gorilla Shuffle – In a low sumo squat, use your hands to balance and shuffle around the room

Sink down into a low sumo squat and place your hands on the ground between your feet. Shuffle a few steps to the left and then back a few steps to the right. Maintain the squat and ape-like posture through the entire movement.



## Star Fish Jumps – Jump up and down spreading your arms and legs wide (jumping jacks)



## Cheetah Run – Run in place as fast as you can just like the fastest animal in the Sahara



## Crab Walk – Sitting down, place your palms on the ground behind you, lift your hips and crawl on your hands and feet.

Sit with your knees bent and place your palms flat on the floor behind you, near your hips. Lift your body off the ground and “walk” on all fours forward and then backward.



## Elephant Stomps – March in place, stomping your feet as hard as you can

Stand with your feet hip-width apart and stomp, raising your knees up to hip level, or as high as you can bring them up. Try to hit the palm of your hands with your knees.

Take some time to cool down slowly.

Do some stretches or yoga poses and allow your heart rate to return to normal. These 7 minutes will give you and your kiddos a boost that will leave you feeling great for hours!



# 7 Minute HITT Workout Tracking

Workout from [He's Extraordinary Tools for Raising an Extraordinary Person](#)

Exercise	Monday	Tuesday	Wednesday	Thursday	Friday
Frog Jumps 					
Bear Crawl 					
Gorilla Shuffle 					
Star Fish Jumps 					
Cheetah Run 					
Crab Walk 					
Elephant Stomps 					

Make a graph to show how many of each you could do on Monday and how many you could do on Friday. (Link to template [here!](#))

Which exercise(s) did you get better at?

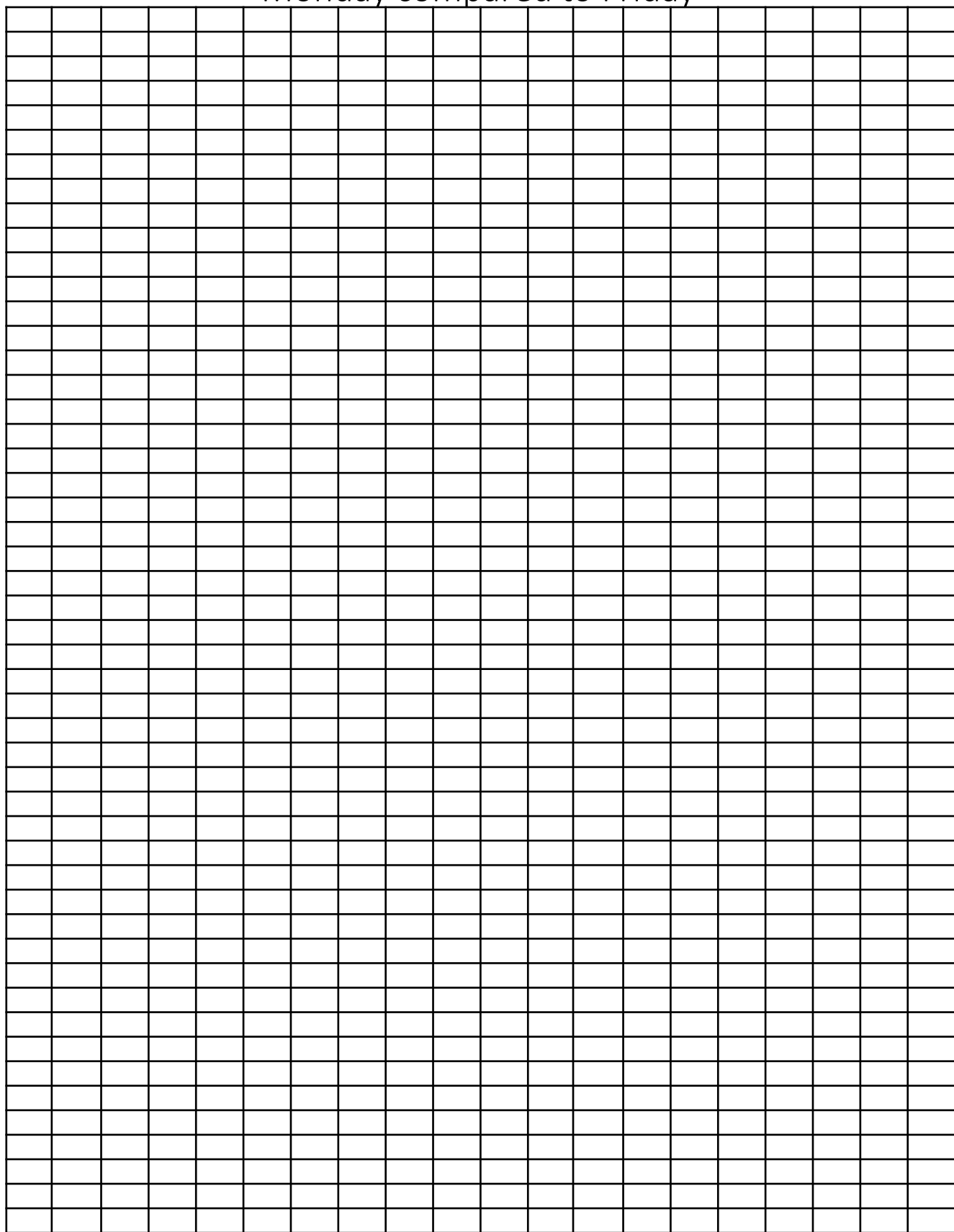
Which did you get better at the most? How do you know?



# 7 Minute HITT Workout Graph

## Monday compared to Friday

Number of Reps



M F 

M F 

M F 

M F 

M F 

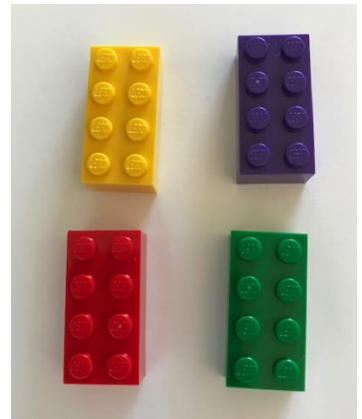
M F 

M F 

# Solve the Mystery

## Required Materials:

- 4 pieces of Lego – **RED, YELLOW, GREEN AND PURPLE**  
If you do not have Lego or building block pieces, cut out 4 squares of paper. Colour one square red, one yellow, one green, and one purple. Use these coloured pieces of paper to solve the mystery. You may choose to colour in the squares to help solve the mystery.



## Instructions:

- In what order can you place the Lego (or colour the squares) so that the following is true:
  - The **GREEN** only touches the **PURPLE**
  - The **YELLOW** is on the left half of the puzzle
  - The **YELLOW** is directly to the right of the **RED**

## Extension:

Can you create your own mystery?

--	--	--	--

--	--	--	--

--	--	--	--





Click on the picture to see the game being played!

# Lego Barrier Game

## Required Materials:

- Matching set of Lego blocks (i.e. whatever blocks one player has, the other needs)
- A book (or something) to be a barrier

## Instructions:

- One person makes a structure with the Lego pieces.
- The second person follows the instructions to try and create the same structure.

## Good questions to ask while playing:

- What words do you think will be helpful for this activity?
- Can you explain another way?
- What would you do differently the next time we play?



# What Comes Next?



## Required Materials:

- A handful of change  
(or the [Mathies Money Tool](#))

Be sure to think about what makes something a pattern. (It's predictable and has a part that repeats).

## Instructions:

- Look at the patterns above, what comes next?
- How do you know?
- Can you identify the part of the pattern that repeats?  
We call this the core.
- Take turns creating your own patterns and having the other person predict what comes next.



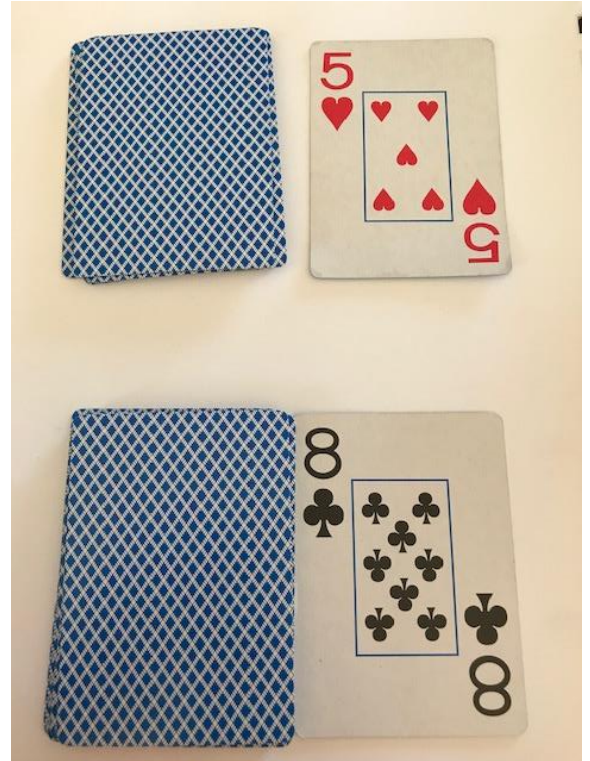


# War

## Games with a Deck of Cards

### Required Materials:

- A deck of cards, with the face cards removed.
- If your child is still learning numbers to 10, consider using only Ace to 5.



### Instructions:

- Split the cards in half.
- On the count of three, each player flips over their top card.
- The person with the higher card wins the round and gets both cards.
- Play continues until one player has all the cards.
- If each player flips the same card, create your own rule to decide what happens to both cards.

*Extension:* Can you tell how much higher the highest card is?



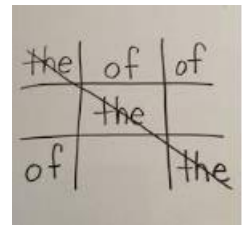
# Activity A – Sight Word Tic-Tac-Toe

- Find a family member to play with!
- Draw a tic-tac-toe board.
- Player 1 chooses a sight word from the list. This word takes the place of the X in the tic-tac-toe game.
- Player 2 chooses a different sight word from the list. This word takes the place of the O in the tic-tac-toe game.
- When it is Player 1's turn, he or she chooses a box on the tic-tac-toe board and writes the sight word he/she has chosen in the box.

*Challenge each other to say the word, spell the word, then write the word each time! Before long, these words will become words that students know automatically – this is the learning goal for sight words!*

- When it is Player 2's turn, he or she chooses a box on the tic-tac-toe board and writes the sight word he/she has chosen in the box.
- Continue the game - writing, saying and spelling each sight word until someone gets 3 in a row!
- Choose a new sight word and start again!

Revisit this game until all the sight words on the list are read automatically by your child when seen in print!



Challenge!!



# Activity A - Sight Word Tic-Tac-Toe

Choose from the sight words below for your tic-tac-toe board:

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 – Alphabet Sound Match-Up

Print out the alphabet cards provided [here](#), or make your own.

Hand your child a letter card and ask them to find an item in your home (or outdoor environment) which begins with the same sound.

You may wish to write the name of the item your child chooses on the card, and use the card as a label. For example, for the ‘S’ card, your child may find a sock. Write “Sock” on the card and leave it in a spot to refer to for a period of time, practicing sounding out the word.

Continue with 2-3 letters each day, or as long as your child is interested!



A B C D E F

G H I J K L

M N O P Q R

S T U V W X

Y Z



# Activity D – Art and Writing with Natural Materials

## Option 1:

Take a walk around your neighbourhood or back yard.

Collect interesting plants, foliage, and any other natural material (fresh or dried) – the more texture the better!

You may wish to gather some twigs or branches (to be the handle of your brush).

Attach the stems of the plants to the twigs or branches, using tape or string, to create a paintbrush.

Grab a bucket of water and a flat surface (such as a fence, driveway or walkway) – or paint and paper if those materials are available – and challenge your child to write letters & familiar words (sight words are a good option!), or draw pictures & shapes. It may be difficult to be precise in forming letters and words, but practice is the important part.

If the outdoors is not an option, use the paint brush (with water) in your shower!

## Option 2:

Search your home for items with interesting textures and which would make a unique paintbrush. Follow the procedure above to use your brush.



# Activity E – Design a food package

Ask your child to choose their favourite packaged food from the pantry.

Look closely at the packaging. Notice the following:

- Are there any pictures on the package?
- What colour is the package? Is it a colour which your child likes?

Your child might think of how they would design the box for their favourite food.

- Which colours would they use?
- What picture would convince someone to love this food, too?

Grab some paper and create a new package!

Ask your child to explain their reasons for the design.



# FSL – Tuesday Activity

- Survey your family to find out which fruits they like the best.
- Think of a question.
  - (e.g. “Est-ce que tu aimes les pommes?” “Do you like apples?”)
- Use the survey below or create your own.

## SONDAGE

Est-ce que tu aimes les <b>pommes</b> ?	
Oui	Non
Total	Total

\_\_\_\_\_ personnes dans ma famille aiment les **pommes**.

\_\_\_\_\_ personnes dans ma famille n'aiment pas les **pommes**.





# FSL – Wednesday Activity

## **Instructions pour fabriquer un Faux Estomac:**

1. Prenez un petit sac en plastique qui ferme bien.
2. Coupez du citron et de la banane.
3. Pressez du jus citron dans le sac et ajoutez des tranches de bananes.
4. Cassez un biscuit salé en petits morceaux et ajoutez dans le sac.
5. Ensuite, resserrez le sac et tous mélangez.
6. Dessinez votre Faux Estomac et vos observations.

## **Instructions for making a Fake Stomach:**

1. Use a small plastic bag with a good seal.
2. Slice a lemon and a banana.
3. Squeeze the lemon juice into the bag and add slices of banana.
4. Crush a salted cracker into tiny pieces and add into the bag.
5. Next, squeeze the bag and mix up the contents.
6. Draw your Fake Stomach and your observations.



# FSL – Friday Activity

- Look outside and answer the question:
  - “Quel temps fait-il aujourd’hui?” – (What is the weather like today?)
- Draw a picture to depict the weather today or your favourite kind of weather and include at least one sentence in French to describe the weather.



The image shows a worksheet for a French weather activity. It features eight weather-related illustrations arranged in two rows. Each illustration is accompanied by its English and French descriptions. In the center, there is a large rounded rectangle containing the question 'Quel temps fait il aujourd'hui?' and its English translation 'What's the weather like today?'. The illustrations include: a person sunbathing under a beach umbrella (Nice weather / Il fait beau), a woman struggling with a wind-blown dress (It is windy / Il y a du vent), a smiling sun wearing sunglasses (It is sunny / Il y a du soleil), a sun partially covered by a cloud (It is cloudy / Il y a des nuages), two people walking in the rain with umbrellas (It is raining / Il pleut), a man feeling hot with a sun icon (It is hot / Il fait chaud), two children playing in the snow (It is snowing / Il neige), and a man shivering in a red winter coat next to a thermometer (It is cold / Il fait froid).

Nice weather  
Il fait beau

It is windy  
Il y a du vent

It is sunny  
Il y a du soleil

It is cloudy  
Il y a des nuages

*Quel temps fait il aujourd'hui?*

*What's the weather like today?*

It is raining  
Il pleut

It is hot  
Il fait chaud

It is snowing  
Il neige

It is cold  
Il fait froid





Seeing this activity reminded me of an Inuit story that teaches us a lesson in a funny way.

Watch the video and then talk about what lesson it might teach young children.

## [The Owl and the Raven: An Inuit Legend](#)



# Kindergarten Program Connections

Note: Highlighted expectations are addressed through this menu

<b>Belonging and Contributing (BC)</b>	<ol style="list-style-type: none"> <li>1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts</li> <li>3. identify and use social skills in play and other contexts</li> <li>4. demonstrate an ability to use problem solving skills in a variety of contexts, including social contexts</li> <li>5. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community</li> <li>22. communicate their thoughts and feelings, and their theories and ideas, through various art forms</li> <li>25. demonstrate a sense of identity and a positive self-image</li> <li>26. develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being</li> <li>27. recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination</li> <li>28. demonstrate an awareness of their surroundings</li> <li>29. demonstrate an understanding of the natural world and the need to care for and respect the environment</li> <li>30. demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musician through engagements in the arts</li> <li>31. demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts</li> </ol>
<b>Self Regulation and Well-Being (SRWB)</b>	<ol style="list-style-type: none"> <li>1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts</li> <li>2. demonstrate independence, self regulation, and a willingness to take responsibility in learning and other endeavours</li> <li>3. identify and use social skills in play and other contexts</li> <li>4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts</li> <li>6. demonstrate an awareness of their own health and well-being</li> <li>7. participate actively and regularly in a variety of activities that require the application of movement concepts</li> <li>8. develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts</li> <li>22. communicate their thoughts and feelings, and their theories and ideas, through various art forms</li> </ol>
<b>Demonstrating Literacy and Mathematics Behaviours (DLMB)</b>	<ol style="list-style-type: none"> <li>1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts</li> <li>9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts</li> <li>10. demonstrate literacy behaviours that enable beginning writers to communicate with others</li> <li>11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators</li> <li>12. demonstrate an understanding and critical awareness of media texts</li> <li>14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings</li> <li>15. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships</li> <li>16. measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time, through inquiry and play-based learning</li> <li>17. describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects, through investigation</li> <li>18. recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next</li> <li>19. collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts</li> <li>20. apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other context</li> <li>21. express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities</li> <li>22. communicate their thoughts and feelings, and their theories and ideas, through various art forms</li> </ol>
<b>Problem Solving and Innovating (PSI)</b>	<ol style="list-style-type: none"> <li>1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts</li> <li>4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts</li> <li>6. demonstrate an awareness of their own health and well-being</li> <li>9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts</li> <li>10. demonstrate literacy behaviours that enable beginning writers to communicate with others</li> <li>13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)</li> <li>14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings</li> <li>20. apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other context</li> <li>22. communicate their thoughts and feelings, and their theories and ideas, through various art forms</li> <li>23. use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts</li> <li>24. use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)</li> </ol>