

Day 1	
Optional Read Aloud: <u>Jabari Jumps</u> by Gaia Cornwall	
4 Frames	Learning Opportunities
Belonging and Contributing	<p>Question of the Day can build confidence, promote conversation, and nurture communication skills. Possible times to ask the question of the day could be in the morning, before breakfast, or every night during dinner.</p> <p>Would you live in a castle by yourself?</p>
Demonstrating Literacy and Mathematics Behaviour	<div data-bbox="431 554 725 869" data-label="Image"> </div> <p>Let's Talk About It! Using the picture provided, share a story about what is happening in this picture with someone in your home. Use the following questions to add supporting details to your story: What/Who do you see? What happened before this picture was taken? What do you think will happen next? Writing extension: On a piece of paper, label and/or write a sentence to represent your story.</p> <p>Counting Trees</p> <p>With a grownup, go for a walk in your community. During the walk, can you count the trees you see on the front yards? How many did you count? Was it more than 10 or less than 10? Can you write the number on a piece of paper? Or show the number with your fingers?</p>
Problem Solving and Innovating	<p>Rolling Dice</p> <p>Before you start the game, you will need one dice. If you don't have dice, you could write numbers on a piece of paper (1,2, 3...6) to represent the same numbers on a dice. You will then need to write down a few categories of things (e.g., colours, animals, places, people etc.) on card-sized pieces of paper. Now, for the fun part! Put the cards face down between you and your game partner. Choose a card and roll the dice. Think of the number of things that fit into the category on the card. For example, if you chose a card that has "animals" and rolled a three, you might say, "hippo, dog, rooster". Take turns.</p>
Self-Regulation and Well-Being	<p>Obstacle Course</p> <p>Create an obstacle course with someone in your home. This is a great way to explore materials, express creativity and move your body. You will need a variety of materials to build your obstacle course. Take a look around your home and what is safe to use. Examples might be putting tape on the floor as a balance beam, crawling under a table, climbing over a chair, using pillows as stepping stones.</p>

Day 2					
Optional Read Aloud: <u>Be You</u> by Peter H. Reynolds					
4 Frames	Learning Opportunities				
Belonging and Contributing	<p>Question of the Day can build confidence, promote conversation, and nurture communication skills. Possible times to ask the question of the day could be in the morning, before breakfast, or every night during dinner.</p> <p style="text-align: center;">Would you wear a hotdog costume?</p>				
Demonstrating Literacy and Mathematics Behaviour	<p>Thumbs Up/Thumbs Down for Beginning Sounds This is a partner game that can be played with someone in your home. The grownup will read the list of words and the student will have to determine if the initial sound is the same. If it is, then it's a thumbs up. If the initial sounds are not the same, then thumbs down.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">Word Pairings</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Deer/Dress (down) Apple/Alligator (up) Brown/Down (down) Turtle/Talk (up) Stick/Stamp (up) </td><td> <ul style="list-style-type: none"> Frog/Dog (down) Monkey/Mittens (up) Light/Sound (down) Bed/Bike (up) Play/Plane (up) </td></tr> </tbody> </table> <p>Coin Flipping Before you start you will need one coin (e.g., a penny, nickel, quarter, loonie or a toonie) and a piece of paper/pencil. Next, flip the coin 20 times. Keep track of how many times the coin lands on heads and how many times the coin lands on tails. Did you flip more heads or more tails? How do you know?</p>	Word Pairings		<ul style="list-style-type: none"> Deer/Dress (down) Apple/Alligator (up) Brown/Down (down) Turtle/Talk (up) Stick/Stamp (up) 	<ul style="list-style-type: none"> Frog/Dog (down) Monkey/Mittens (up) Light/Sound (down) Bed/Bike (up) Play/Plane (up)
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Problem Solving and Innovating	<p>Sequence Cards Create a sequence game with a grown up. For this, you can write sentences or draw pictures (or both!). Think of a task like making a sandwich, brushing your teeth, making your bed or walking the dog. What are the steps you would take to complete the task? Write or draw each step of the task you chose on different pieces of paper. Once finished, mix up the steps and try and put them in order.</p>				
Self-Regulation and Well-Being	<p>Make Music During outside time with a grownup, look for natural objects that could be used to make music. Try hitting the objects together, blow through them, strum them to make musical using natural musical instruments.</p> <p>Examples of what to look for:</p> <ul style="list-style-type: none"> -sticks that tap together -rocks that tap together -a blade of grass that can be used as a whistle 				

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| | <ul style="list-style-type: none">-things that can be strummed (e.g., pinecones, branches)-shells that can be tapped or even blown through-pebbles in a container |
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Day 3																
Optional Read Aloud: <u>Old MacDonald Had a Truck</u> by Steve Goetz																
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Belonging and Contributing	<p>Question of the Day can build confidence, promote conversation, and nurture communication skills. Possible times to ask the question of the day could be in the morning, before breakfast, or every night during dinner.</p> <p style="text-align: center;">Would you invite a clown to dinner?</p>															
Demonstrating Literacy and Mathematics Behaviour	<p>Rhyme Time!</p> <p>Collect 10 objects from around the house (e.g., stuffed animal, block, book, spoon, sock, etc.) and place them in a bag or pillowcase. Pull each item out one by one and come up with three rhyming words for each item (e.g., sock: clock, dock, knock). Silly rhyming words count too!</p> <p>Make a Survey!</p> <table><tr><td>Yellow</td><td> </td><td>4</td></tr><tr><td>Red</td><td> </td><td>5</td></tr><tr><td>Blue</td><td> /</td><td>6</td></tr><tr><td>Green</td><td> </td><td>1</td></tr><tr><td>Pink</td><td> </td><td>4</td></tr></table> <p>Choose a topic of interest - something that you like e.g., dinosaurs, cars, sports. Create a question that you want answered. For example, what is your favourite colour? When you are using a survey, you can use tally marks to show each person's answers. See the photo. Ask people in your family and/or call other family members. An alternative could be, have them write down their favorite color on a piece of paper and drop it in a bowl. Then, put all the pieces of paper into piles and count them.</p>	Yellow		4	Red		5	Blue	/	6	Green		1	Pink		4
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Problem Solving and Innovating	<p>Play with Water!</p> <p>With a grownup, fill up a bucket or sink with water. Find items (e.g., a funnel, measuring cups/spoons, sponges, small plastic toys, wash cloth, dish soap to make bubbles) that you could add to your water. Don't forget a towel for cleanup! Roll up your sleeves and explore how the water feels. During play you might ask "how does the water sound when you pour it?", "do your measuring cups hold the same amount of water?", "what did you find out when you put ____ in the water?".</p>															
Self-Regulation and Well-Being	<p>Nature Sensory Bin</p> <p>Sensory bins can be done inside or outside and helps to support self-regulation while exploring different textures and shapes. To create a sensory bin, you will need a large container (e.g., box, basket, plastic container). Then, you will need to gather a variety of items from your backyard, the park, or on a walk. Look for natural items that are different in size, shape and texture like pinecones, leaves, dandelions, acorns or pebbles. Add sand or water if you enjoy running your hands through it.</p>															

Day 4	
Optional Read Aloud: <u>Pete the Cat: Checks out the Library</u> by James Dean	
4 Frames	Learning Opportunities
Belonging and Contributing	<p>Question of the Day can build confidence, promote conversation, and nurture communication skills. Possible times to ask the question of the day could be in the morning, before breakfast, or every night during dinner.</p> <p>If a troll lived under a bridge, would you cross it?</p>
Demonstrating Literacy and Mathematics Behaviour	<p>I am Happy! Draw a picture of your face when you are happy. Underneath your drawing, write a list of five things that make you happy! Materials you could use include: -piece of paper -pencil or crayons or markers <i>Extension: Write them in sentences (e.g., 'I like running', 'skipping makes me happy', etc.). Share what makes you happy with someone in your home.</i></p> <p>Search and Find! Go on a walk inside or outside. Find 3 items that are brown, 2 items that are rough, 3 items that are smooth, and 1 item that is hard. Sort them into piles. Turn your piles into lines. How many of each type of item do you have? How many objects do you have altogether? How many more items do you need to make 10? How many more to make 11? Describe each object to a family member. <i>Extension: Show how else you could sort the objects you collected. Explain your sorting rule (e.g., texture, colour).</i></p>
Problem Solving and Innovating	<p>Exploring a Flower During a walk outside with a grownup, try and find a leaf. Look at the different parts of the leaf. What do you notice? What colours, shapes, and textures do you see and touch? Can you draw the leaf you saw? Create a diagram of the leaf and label the different parts of the leaf (e.g., stem, leaves).</p>
Self-Regulation and Well-Being	<p>Let's Pretend! Either indoors or outdoors, pretend to be different animals. Try to imitate the movements of different animals to practice coordination and balance. Hop on all fours like a frog and say "ribbit-ribbit-ribbit" or bend your knees, walk with your legs far apart, and swing your arms like a chimpanzee, stretch like a giraffe or jump like a kangaroo.</p>

Day 5	
Optional Reading Aloud: <u>Sky Color</u> by Peter H. Reynolds	
4 Frames	Learning Opportunities
Belonging and Contributing	<p>Question of the Day can build confidence, promote conversation, and nurture communication skills. Possible times to ask the question of the day could be in the morning, before breakfast, or every night during dinner.</p> <p>If you found a pot of gold, would you share it?</p>
Demonstrating Literacy and Mathematics Behaviour	<p>Reading Engagement with a Bookmark! Let's make a bookmark! Here are some possible items to use for your bookmark: -Paper, cardstock, cardboard or construction paper -Crayons, markers, stickers etc. -Safety Scissors (ask a grownup for help!) Cut out a long rectangle from the piece of paper/cardboard (Have a grownup help). Decorate with anything you'd like and don't forget to write your name! Now with your new bookmark, find your favourite thing to read! Snuggle up and enjoy reading and place your bookmark in your book when you are ready for a break. Enjoy!</p> <p>Nature Object Count. Go to a local park with a grownup and collect some fallen chestnuts, pinecones, pebbles or leaves. You will need a backpack or bag to collect the items. Once home, draw the numbers 1 to 10 on the ground in a row with chalk (or with a stick in the sand, paper/pencil etc.), using both numbers and words (e.g., 1 = one, 2 = two). Then, line up the right number of nature objects underneath each one. You could also do this inside with painter's tape on carpet or floor.</p>
Problem Solving and Innovating	<p>Ramp It Up! Ramps help gain experience with force and motion. With the help of a grownup, locate planks of wood, or long pieces of cardboard (e.g., cereal boxes, broken down cardboard boxes). This will be your ramp. Then, build a platform (e.g., pillows, smaller boxes, chair or couch) to hold up your ramp. Use balls, toy cars, or things that roll or move from around your home to understand how your ramp works. Try moving your ramp higher or lower. What happened? Extension: <i>Explore differences in speed and distance. Make a guess about which objects will move faster, slower, or farther. Write down your findings. Were your guesses correct? How do you know this? What could you do differently to get a different result?</i></p>
Self-Regulation and Well-Being	<p>Let's practice how to calm our body. Take a deep breath in and like you're smelling a beautiful flower. Breathe out like you're blowing out candles on a cake. Does your belly fill up with air? Do you feel your body calming? Repeat breathing until you feel calm.</p>

