Parents/guardians are children’s first teachers and know them best. Children require different supports, structures and assurances during uncertain times, and ADSB recognizes that your child’s well-being is first and foremost. Below are the Kindergarten learning activities in language and math. Teachers will be connecting and having conversations about this learning through Edsby, email and/or phone calls.

## Kindergarten Language – April 14-17, 2020

**Read with and to your child every day.**

Talk about the titles of the books. Are they good titles? Why?

**Have your child write every day.**

Before they begin, ask them what they would like to write about. Try to think of lots of ideas together.

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<th>Learning Goals: I am learning to be a writer and a reader!</th>
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| Ask your child to print their first and last name. Can they print it themselves? If not, they could copy your printing. Remind them to start at the top when printing letters. Talk about their name:  
  - Name the letters  
  - Count the letters  
  - Can they make a rhyme? How many other words can they think of that start with the first letter or sound of their name? |
| Have your child draw a picture of some family and friends and pets. Have them label the drawing by helping them to spell the names of the people. Remind them to start at the top when printing letters. |
| Have your child go on a word hunt around your house. They can copy words from everywhere! How many can they find? Have a conversation about the difference between letters and words. Talk about the words. Which ones are long? Short? Which ones start with the same letter? See if they can write any words on their own. |

**You might try...**

You and your child could make an alphabet book. They can use their names, the names of family and friends, and the words copied from around the house to represent the letters. They can write words or draw pictures of things that start with each letter.
**Kindergarten Math – April 14-17, 2020**

**Practice with Numbers: How Many Hiding?**

**Materials:** A bowl or cup and 10 items that fit under the bowl or cup (rocks, Legos, etc.)

**How to Play:** Count out the objects with your child a few times so they know there are 10. Draw a 10 Frame on a piece of paper (see example on left) and have your child count and place one object in each square to verify there are 10.

Have your child close their eyes while you hide some of the objects under the bowl.

Have your child place the remaining items on the ten frame and then figure out how many you hid under the bowl. Encourage the use of numbers to describe the story. For example, say: “8 and 2—that’s 10.” Or, say, “2 are under, and 8 are out. That’s 10 altogether.” Repeat.

**Learning Goal:** I am learning about patterns.

- Have your child go on a pattern hunt to look for colour, shape and size patterns!
- Check sock drawers, closets, floors, toys, dishes, etc.
- You could even take pictures, or have your child draw the patterns that he or she sees.
- Talk about the patterns you saw and if any of them were similar.
- Remind your child that patterns repeat over and over again.
- Have your child draw coloured dots on a page to make a pattern. Have them try to use more purple dots than green ones.
- Can they create more than one pattern?
- Ask your child if they can think of any songs they know that have repeating parts. They may suggest Happy Birthday, or Down by the Bay. You could even write the words down on paper for them to find the repeating parts.
- Try making some rhythmic patterns using your own bodies (e.g., clapping hands, snapping, thigh pats, or foot stomps).
- For example: snap, snap, clap; or stomp, clap, stomp, clap.
- Gather collections of small items to make patterns (e.g., buttons and coins; spoons of two sizes; crayons and markers).
- Take turns arranging the objects in a pattern for the other to describe and tell what comes next.
- For example: coin, coin, button or big spoon, small spoon, big spoon, small spoon.

**Looking for more? Try this...**

Your child can be your personal trainer. Choose a few exercises (e.g., jumping jacks, toe touches, squats, two foot jumps over a line, low crouches, tall reaches). Have them make a pattern for you or other family members to repeat. For example: jumping jack, squat, jumping jack, squat, jumping jack, squat.

The Ministry of Education has also developed an online portal, which is available at [Ontario.ca/learn-at-home](http://Ontario.ca/learn-at-home) and enables students at every grade level to continue learning while away from school. These resources are developed by Ontario educators, and resources for all grades are informed by leading instructional guidance.