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 - April 6th to 9th

### Read with and to your child every day.
After you read, ask your child if they think the title was a good title for the story. Talk about why or why not.

### Have your child write every day.
Use their Writer’s Toolkit they made last week. Before they begin, ask them what they would like to write about.

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
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<tbody>
<tr>
<td><strong>LANGUAGE</strong></td>
<td><strong>DAY 1</strong></td>
<td><strong>DAY 2</strong></td>
<td><strong>DAY 3</strong></td>
<td><strong>DAY 4</strong></td>
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<tr>
<td><strong>Ask your child to think about all of the things they have been doing since being out of school.</strong></td>
<td><strong>Ask your child to remember some of the nursery rhymes they know from school.</strong></td>
<td><strong>Read the list of nursery rhymes to your child. Ask them which one is their favourite.</strong></td>
<td><strong>Reread the nursery rhyme from yesterday together.</strong></td>
<td><strong>Encourage them to add details and colour.</strong></td>
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<tr>
<td><strong>Have them draw a picture to show their teacher what they have been doing. Encourage them to add details and colour.</strong></td>
<td><strong>Work together to make a list of all of the nursery rhymes the two of you can think of.</strong></td>
<td><strong>Write out the words to the nursery rhyme on a piece of paper. Say it together and point to each word as you say it. Say it again, and this time have your child point to the words as they say them.</strong></td>
<td><strong>Have your child draw a picture to go with the nursery rhyme.</strong></td>
<td><strong>Encourage them to add details and colour.</strong></td>
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<td><strong>Ask them to label some of the things in their picture by writing the sounds that they hear when they say the word. For example, they might write “games” like “gms”</strong>.</td>
<td><strong>Have your child ask other family or friends to think of nursery rhymes and add them to the list.</strong></td>
<td><strong>Ask your child if they notice what words rhyme and talk about them.</strong></td>
<td><strong>Ask them to label some of the things in their picture by writing the sounds that they hear when they say the word.</strong></td>
<td><strong>Encourage them to try and write one of the sentences from the nursery rhyme on their own or by copying it out.</strong></td>
</tr>
</tbody>
</table>

### Learning Goal: I am learning to be a reader and a writer.

**You might try...**

- Encourage your child to write one or more sentences on the page that tell about the picture. Remember – they might only write the sounds that they hear. That’s okay! For now.
- Encourage your child to act out the nursery rhyme or use puppets and/or stuffed animals to act out the rhyme.
- What other words can your child think of that rhyme with those words? Some of them might even be made-up words! E.g. pout, shout, tout.
- Encourage your child to try and write one of the sentences from the nursery rhyme on their own or by copying it out.
**Practice with numbers: Go Fish Five Card Game**

Played like “Go Fish” except you have to ask for a number card from the opposite player to help you make 5.

- Start with 5 cards each and put the remaining cards face down in the play area.
- Players look at their cards for pairs that make 5 (e.g. a 2 and a 3).
- If you have any pairs then place them in front of you and choose 2 more cards from the play area so you have 5 cards again.

The game continues like a regular game of Go Fish.

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<td><strong>Learning Goal:</strong> I am learning to estimate, measure, and compare length.</td>
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### Play “Measurement I Spy”

Play the I Spy guessing game.

For example:
- I Spy something that is...
  - Taller than the chair
  - Smaller than my hand
  - Longer than my foot
  - Shorter than the door
  - Bigger than a plate

Have your child build two different towers using things found around your home.

Ask them which one is taller? How do they know? Ask them to prove it to you!

### Scavenger Hunt!

Ask your child to find objects of certain sizes.

For example:
- Something smaller than their hand
- Something longer than their finger
- Something as wide as their hand
- Something as small as their fingernail
- Something shorter than they are
- Something taller than you are

### Giant Footsteps!

Have your child take a giant footprint and mark the spot on the floor or ground.

Ask them to guess how many little footsteps fit inside the giant footprint.

Now have them count how many little footsteps fit inside the giant footprint.

Ask them if they were right? Talk about their answer.

### Tallest Tower Game!

Each player rolls a die or turns over a card (real cards or homemade).

Each player has to build a tower using that number of objects (Legos, blocks, Jenga pieces, soup cans, plastic cups, etc.).

Compare and see who has more or whose tower is taller. How do they know? Ask them to prove it to you.

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The Ministry of Education has also developed an online portal, which is available at 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. ADSB recommends to parents who are looking for additional supports, to start with the PARENTS, GUARDIANS AND CAREGIVERS SECTION at the bottom of this web site page.