



LEARNING CALENDAR

Bloorview Virtual School

Parents and Guardians

- This resource is intended to support student learning during the school closure. Please note that learning at home is going to look different than learning at school. Many students may be anxious that their routine has changed or may not be motivated to do learning tasks every day. These are unprecedented times and the health and well-being of our students and their parents/guardians continues to be our top priority, and some days may be better than others for learning at home!

For Online Resources:

- To access Bloorview School Early Years Online Resources, click [here](#).
- To access suggested iPad apps to use at home, click [here](#).
- To explore all the school digital resources shared thus far, click [here](#).

- The activities and explorations shared below may help provide some routine to your child's day while school continues to be closed; routine has shown to be beneficial in reducing anxiety students may be feeling at his time. This is a "Choose Your Own Adventure" for learning -- encourage your child to make a choice on which activity they would like to do -- we have used a Monday to Friday framework but activities do not need to be completed in sequence. Families can choose to complete just the one task each day and/or complete any of the extensions for each task.
- We recommend that families read with their child each day whether that's listening to a story online or reading a book together. We also recommend that physical activity is built into each day -- movement includes arm exercises, walks, stretches, as well as exercises shared by the physiotherapists.
- For all students, especially those in Kindergarten, play-based learning provides an opportunity for students to explore, manipulate objects, role play and experiment with various materials. If appropriate, you can ask your child some open-ended questions that can give you insight into their thinking and learning.

For example:

- Tell me more about...
- I wonder why...
- Can you think of a way too...
- What do you think would happen if...
- Why did you...
- Describe what you know about...
- What did it look/feel/sound/taste/smell like?
- How can you tell the difference between _____ and _____?
- How do you know that...?
- What does this make you think of?
- How could we make the/this_____ (stronger, better, etc.)?

Speech and Language Resources

Communication Boards

- [Playdough](#)
- [Fort Building](#)
- [Five Senses](#)
- [Mindfulness](#)
- [Planting](#)



App Cheat Sheets

- [Using the Sounding Board App](#)
- [Using the Go Talk NOW Lite App](#)

- Every Monday morning we will be adding another week of activities, but you will continue to have access to the previous week's calendar. In addition to the learning below, each student will have a virtual "circle time" with their classmates and staff. As a class, you will decide the best day and time for your virtual class and your child's teacher will email you a link for a "Google Hangout".
- Feel free to share your learning on Twitter and tag our school, [@BloorviewSchool](https://twitter.com/BloorviewSchool) 
- We welcome any feedback on the learning calendar and how we can best support students during this closure.
- Please feel free to connect with the classroom teacher should you have any questions or concerns.

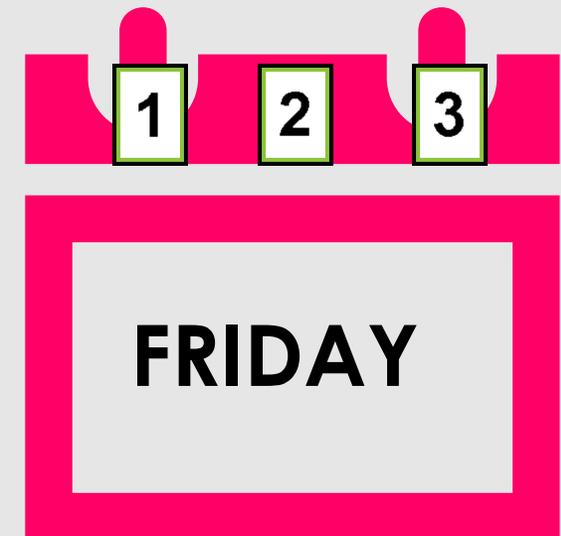
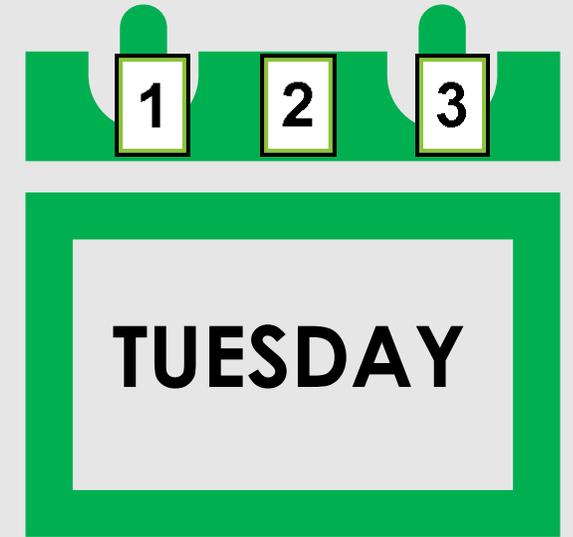
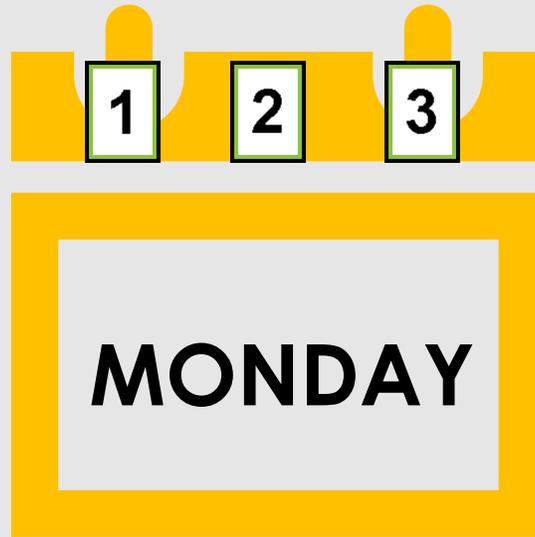
Navigating the Calendar

- Each day of the week has three activities that can be done in isolation or to extend learning
- Choose a day (e.g., Monday) and select the 1st, 2nd or 3rd task by clicking on that corresponding number
- Read over the learning task and complete the activity
- To return to the main calendar page to choose another activity, click on the home icon 
- Speech and Language (SLP) tips have been added to the document as little suggestions to support student communication

SLP Tip 

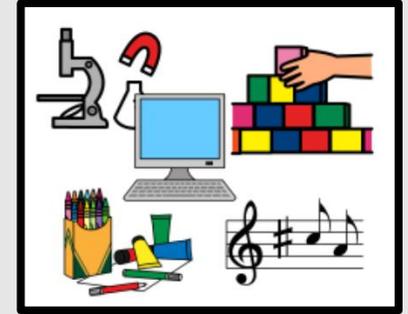
Bloorview School Learning Calendar

Week of May 11 to 15, 2020





S.T.E.A.M.



To Access BookFlix:

Click on the link to access [BookFlix](#)

Username: tdsb
Password: trillium

Search for the story "[Planting a Rainbow](#)" by Lois Elhert or click on the link

- Listen to the story with your child.

Tip: Before the story, you may want to activate their prior knowledge about plants and flowers. You may ask:

- What do plants need to grow?
- In which season do we see most of the flowers blooming?
- Why are plants and flowers so important?
- Can you name any/some parts of a flower?



[Planting Communication Board](#)



2

MONDAY



S.T.E.A.M.

SLP Tip



Introduce, explain and highlight new vocabulary such as: stem, seed, roots, leaf, flower.



Click on the link to access "[All About Plants](#)" by Teaching Today via Teacher's Pay Teachers

You will find differentiated activity sheets labelled as the following:

- Parts of a Plant
- Plant Life Cycle
- What do Plants Need?

Feel free to complete as many as you feel is appropriate for your child, in any way that meets their learning needs e.g., helping them to cut and paste, colour, provide verbal responses, pointing to objects to provide an answer. Be as creative as you wish!

3

MONDAY

**Link to YouTube
Video:**

[Handprint Flower
Craft](#)



S.T.E.A.M.



Create: Watch the video to learn how to create your own flower!

Note: You can be as creative as you want, the video is just a guide. Feel free to use pencils instead of straws, colour your own plain paper to make the flower on the leaf, use sparkles (if you have) or you could even use playdough to create your masterpiece (bonus fine motor skill integration!)

Have Fun!!!

1

TUESDAY

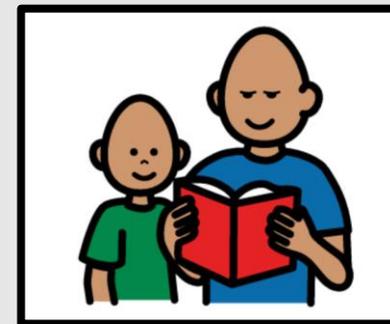
SLP Tip



Model or show and label the letter name and say the sound.



Literacy



- Join In with the music video: [Alphabet Puppet Letter Sounds](#)
- Join in with video: [Letter Lost and Found episode C K E](#)

2

TUESDAY

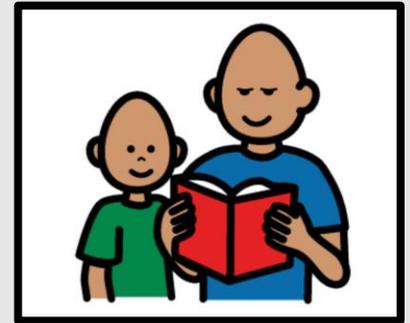
SLP Tip



Using yes/no response
have the child tell you
whether the sound
matches or goes.



Literacy



- [Letter Page Document for C](#)
- [Letter Page Document for K](#)

3

TUESDAY

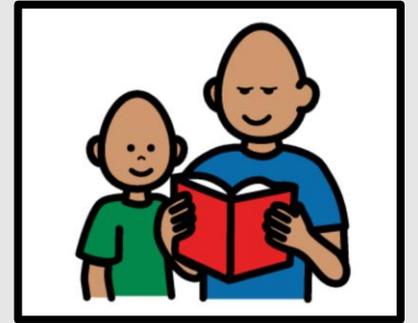
SLP Tip



Ask your child to guess what sound the word starts with.



Literacy



◦ [Letter Page Document for E](#)

1

WEDNESDAY

SLP Tip



Use describing words and action words such as: long, short, shorter than, longer than, shortest, tallest etc.



Numeracy



LONGER THAN/SHORTER THAN

Listen to the book "[The Long and Short of It](#)" by Cheryl Nathan

- Find 3 objects around your home that are shorter than your arm.
- Find 3 objects around your home that are longer than your arm.

Extension: Complete this [worksheet](#). If you don't have a pencil, replace it with another object such as a spoon.

2

WEDNESDAY

Numeracy



SHORTEST TO LONGEST

- Find 5 to 10 toys or objects around your home and order them from shortest to longest.
- Take a picture and send it to your teacher!

Technology Option:

Use the Park Math App to practice ordering objects from shortest to longest.



Note: Line up objects on the edge of a table or carpet for better accuracy.



3

WEDNESDAY

Extension:

Record your answers on this [worksheet](#).



Numeracy

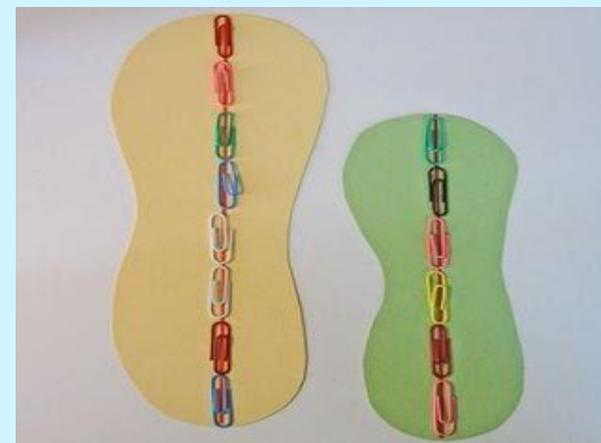


LET'S MEASURE!

- Watch this [Brain Pop video](#) to review how to measure using non-standard units.

Use non-standard units (e.g. noodles, paper clips, Lego blocks) to measure the length of:

- Your hand
- Your foot
- A book
- An iPad
- A toy
- An object of your choice!



1

THURSDAY

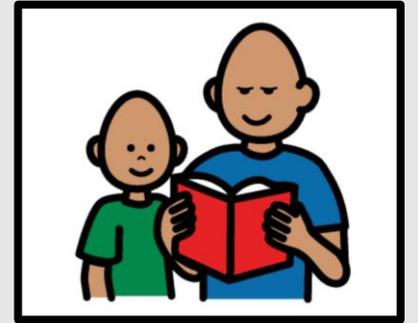
SLP Tip



Before turning to the next page (or press pause) in the story, you might want to ask your child "what could happen next?" type question. This is particularly appropriate when your child is not familiar with the story. You could then follow your child's lead and make a new ending to the story.



Literacy



Listen to the book "[Stuck](#)" by Oliver Jeffers.

How would you get Floyd's kite out of the tree?

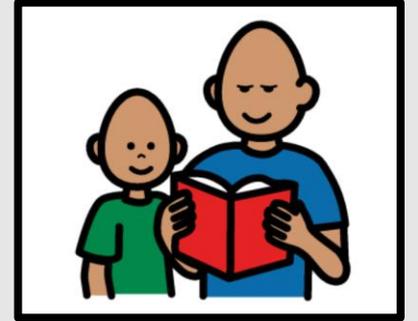


- Create a plan and test it out!
- Use materials in your home to build a tree and your tool(s) for removing the kite (e.g., blocks, paper towel roll, playdough, sticks, yarn, etc.)
- You could also write, tell, paint, or draw your ideas.
- Be creative and have fun!!
- Share your work with us by tagging us on Twitter [@BloorviewSchool](#) and/or email your work to caseymacdonald@bloorviewschool.ca

2

THURSDAY

Literacy



Print out '[Floyd's Tree](#)' and the '[objects](#)' from the story.

- Colour or paint the tree.
- Cut or tear out the objects and glue them on Floyd's Tree.
- For an extra creative challenge, make your own tree and the objects to go in the tree (e.g., paint, draw, use playdough, loose parts, or craft materials).

Extension: Label the objects in the tree. Say the words slowly and record the sounds you hear. You can print, type, use voice to text, or ask an adult to help you.

- Can you think of some other silly things that Floyd could throw in the tree? Add them to your picture.

[Floyd's Tree](#)

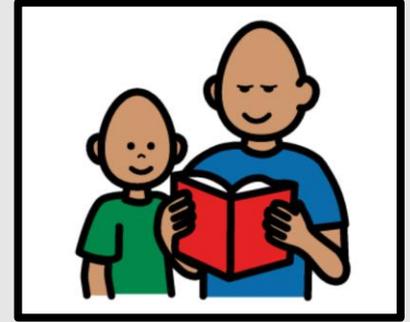
[Stuck Objects](#)



3

THURSDAY

Literacy



Technology Option:

Design your own kite using the Draw and Tell app.

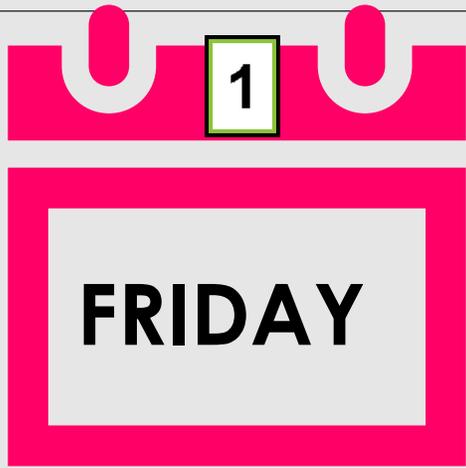


Floyd's problems all began when his kite got stuck in a tree.

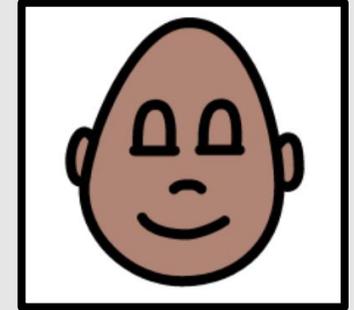
Have you ever flown a kite? What kind of weather is best for flying a kite?

- Read the book '[Can You See the Wind?](#)'
- Design your own kite (e.g., draw, paint).
- Try to build your kite! Take it outside and see if it will fly. We would love to see your kite designs, kites and attempts at flying them. Share your work with us by tagging us on Twitter [@BloorviewSchool](#) and/or email your work to caseymacdonald@bloorviewschool.ca
- Remember, a big part of being a STEAM designer is that first attempts are rarely successful. Persevere and try again. How can you change your design to make it fly even better?
- Listen to the story [The Most Magnificent Thing](#) to learn about persevering and problem solving.
- [Seven Ways to Make a Kite](#)
- [10 Kite Crafts for Kids](#)





Mindfulness



Read or listen to this story "[The Colour Monster](#)" by Anna Llenas

What colours are you feeling today?

- Use your favourite marker, paint, crayon, playdough to make your own colour monster.
- You can write or talk about you and your colour monster if you wish.
- Remember it's okay to feel how you feel, every feeling is important.

SLP Tip



Use the [Mindfulness Communication Board](#) for the activity.



2

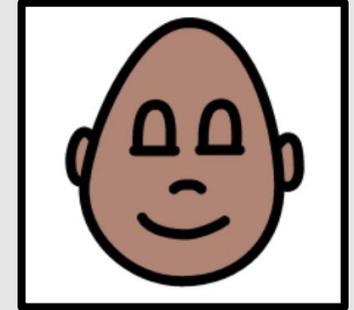
FRIDAY

For More Information:

[Emotion Story Stones](#)



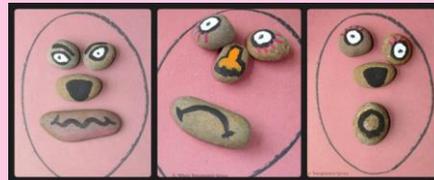
Mindfulness



Often everyone we meet is a Colour Monster of feelings and we have to be Social Detectives to look for clues of how someone else is feeling!

- These clues are often found on people's faces.
- The following is an activity on how to make different emotions by painting stone rocks

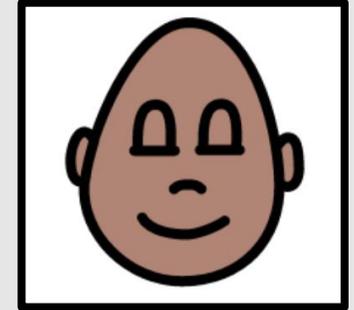
Step 1: Round up some rocks and give each one eyes, noses so they can create faces with them.



Step 2: Using a traced oval place the rocks to make different faces and discuss what feelings or Colour Monsters they see.



Mindfulness



For Inspiration:

[Calming Jar Recipes](#)



Just like the Colour Monster we can all feel mixed up with emotions inside and using a tool from our calming toolbox can be helpful. Perhaps making your own Calming jar would help you and your colour monster let your emotions settle when you are feeling shaken up.

The general rule is that a clean, clear bottle **or** mason jar should be filled with $\frac{1}{4}$ of glue, $\frac{3}{4}$ water and as much glitter as your child prefers.

Make it:

Step 1: Pour Elmer's clear glue and hot water into the mixing bowl, along with some food coloring, and glitter.

Step 2: Now mix with the whisk. When everything is blended, mix vigorously then pour right away into the container. The last stir helps get the glitter to transfer to the water bottle instead of settling in the mixing bowl. Add a bit more hot water to the mixing bowl if there is some that is stuck. Then clean any remaining glitter in the mixing bowl with a paper towel before washing.)

Step 3: Put the lid on tight, you can wrap it with duct tape if you like and give your bottle a shake!