



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](#)
- [Playing Dress Up](#)




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.

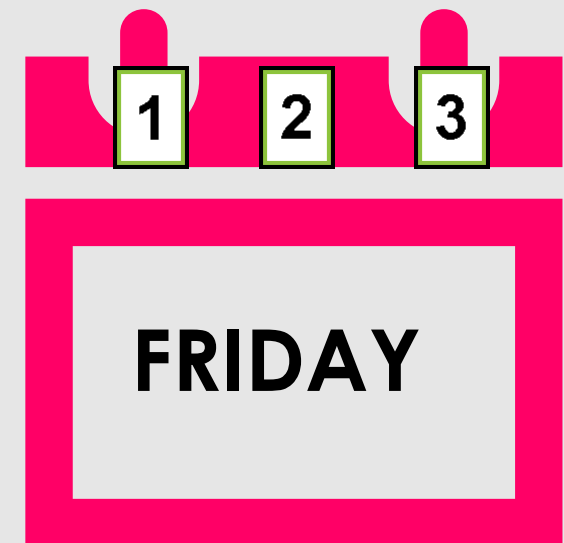
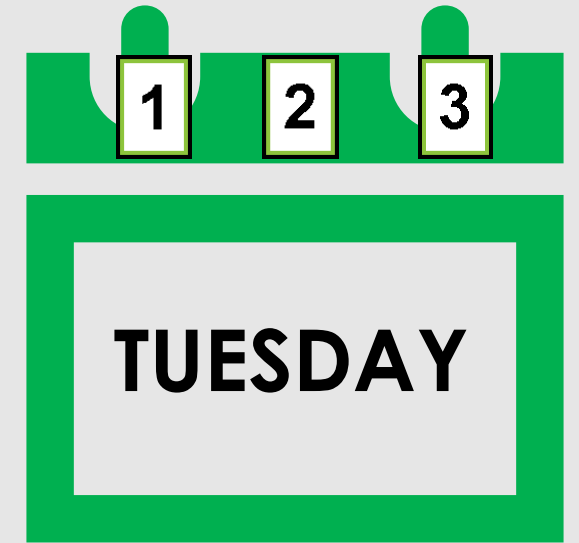
Navigating the Calendar

- 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 19 to 22, 2020



1

TUESDAY

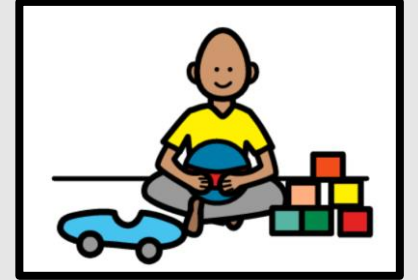
SLP Tip



Use this [Playing Dress Up Communication Board](#) to support communication during the activity.



Play and Create



Dress-up play (exploration)

- Read the book "[The Dressing up Dad](#)" by Maudi Smith and illustrated by Paul Howard
- Collect some items from your home to use as dress-up play materials. Here is a [template](#).
- Who will you be?
- What items will you choose?
- What stories will you tell?
- Take a picture and share it in your class hangout or post it on the [@BloorviewSchool](#) Twitter.

2

TUESDAY

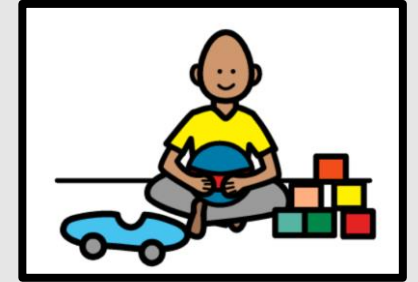
SLP Tip



You may want to try play acting with your child in character to act out the character's familiar storylines or saying the character's taglines (e.g., "Chase is on the case!").



Play and Create



Dress-up as your favourite character!

- Choose a character from your favourite book, from your favourite shows, i.e., Pete the Cat, Paw Patrol, Peppa Pig or choose one from the idea [template](#).
- Describe your favourite character.
- Why do you like your character?
- What is special about them

Extension: Sing along with "[I Love Costumes song](#)".

3

TUESDAY

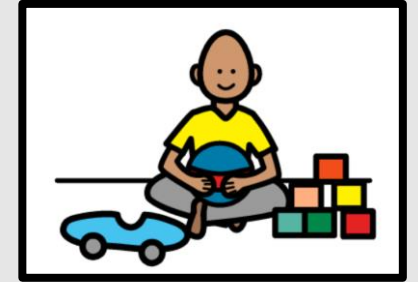
SLP Tip



Use Snap Scene lite to take a picture and draw hotspots to talk about activity after.



Play and Create



Read the book "[Not a box](#)" by Antoinette Portis

- How do you use your imagination like Bunny?
- What was your favourite item the box became in the story?
- What will you make the box into like Bunny?

Find a box of any size. It could be a cereal box, a tissue box, a milk box, a shoe box or a large box. See what you can find.

- You can paint the box, cover the box with coloured paper, attach materials to the box, use markers and draw on it and change it into _____.
- We would love to know what you made! Take a picture and send to: estherdragonieri@bloorviewschool.ca and she will share your picture in her class hangout.

1

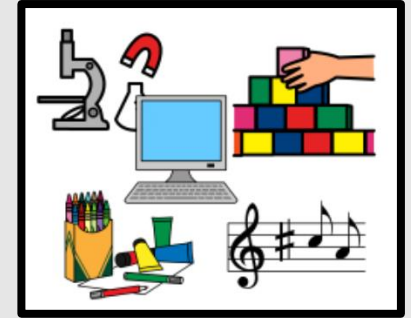
WEDNESDAY

Inspiration:

[Watch Martina construct a bridge](#)



S.T.E.A.M.



- Draw a body of water (i.e. a river or pond)
- Practice printing wavy or curvy lines
- Construct your own bridge over the water using materials found around your home
- **Suggested materials:** canned food, markers, paint, crayons, paper, aluminium foil, Duplo, blocks, Lego, wooden spoons, cardboard, plastic cups, construction paper, tape, cardboard paper roll, or whatever other building material you have in your household!

Take a picture and share it in your class hangout or post it on the [@BloorviewSchool](#) Twitter.

2

WEDNESDAY

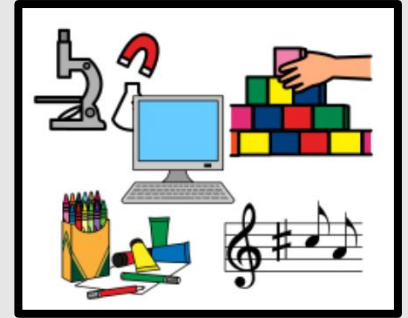
SLP Tip



Introduce, explain and highlight new vocabulary such as weight, collapse, sturdy, strong, height, width, length.



S.T.E.A.M.



- Test the weight of your bridge by crossing some toys, cars or animal figures over the bridge.
- How many animals or cars does your bridge hold before it collapses?
- **Guiding Question:** Our bridge doesn't seem to stand. I wonder what we can add to make it more sturdy/strong?
- Measure your bridges height, width and length using either a ruler or other non standard form of measurement. Use the [Bridge Measurement Chart](#) to record your answers.

3

WEDNESDAY

Links to Help with Research:

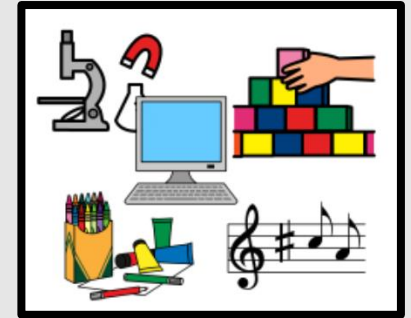
[Facts About Bridges](#)

[Bridge Facts for Kids](#)

[Introduction to Bridges](#)



S.T.E.A.M.



- Research famous bridges.
- Choose your favourite bridge and recreate it using household materials.
- **Inspiration:** Golden Gate bridge, Sydney Harbour Bridge, Alcantara Bridge, Tower Bridge

Guiding Questions:

- What makes bridges strong?
- Who uses bridges? (cars, pedestrians, bicyclists)
- What are bridges made of?
- What types/styles of bridges are there? (arch, beam, suspension etc.)
- How safe are bridges?

1

THURSDAY

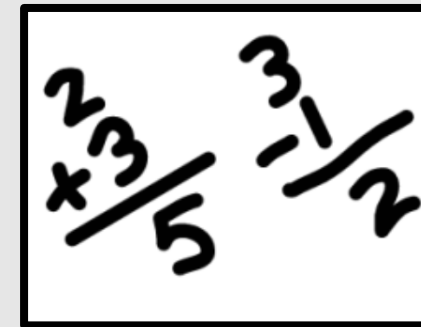
SLP Tip



Use the numbers page in your child's communication book or on their device.



Numeracy



A Ten Frame is a tool used for counting and to help learn about number sense. We can use them for addition and subtraction. They help form the basis for understanding place value in the future (example: numbers like 12 are a ten and two ones).

You may wish to review the lesson: [Ten Frame Introduction for Kindergarten and First Graders](#)

- Using painters tape, create a 10 Frame grid on the floor or other appropriate surface or print this [10 Frame PDF](#)
- Help your child collect 10 objects/small toys to use as counters.

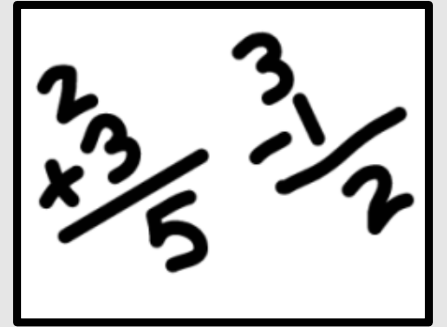
For inspiration:



2

THURSDAY

Numeracy



Technology Options:

Coolmath4kids

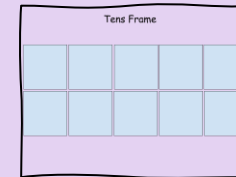
[Ten Frame | Manipulatives](#)

Number Frames by the Math Learning Centre iPad App

[Number Frames by The Math Learning Center](#)



- Using a deck of playing cards, pull out the set of hearts (or another suit) from 2 to 10 and the ace to use as the number 1. Shuffle the cards, place them face down.
- Pick a card. Count the hearts or read the number on the playing card and then show that number on your Ten Frame.



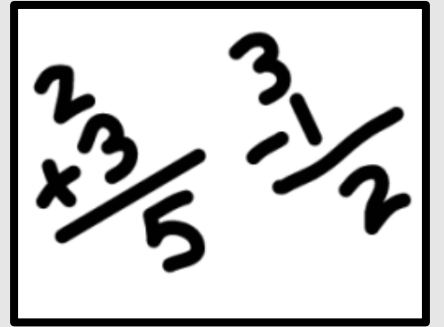
or

- Use/make flash cards with the numbers 1-10. Child picks a card and counts as they place each item on the 10 Frame.
- Students may also wish to practice counting using the suggested links. Slide items onto your 10 Frame or use the drawing tool. Use multiple 10 Frames to keep counting.

3

THURSDAY

Numeracy



Handwritten mathematical problems: $2\frac{2}{3} + \frac{3}{5}$ and $3\frac{1}{2} - \frac{1}{2}$

Using the link: [Ten Frame](#)

Explore Ten Frames using the following Modes:

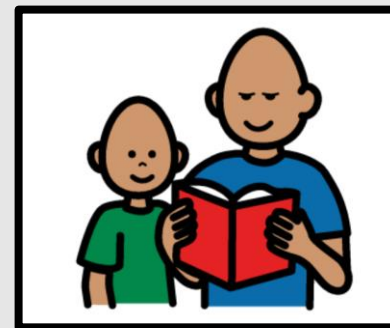
- **How Many:** Identify how many items or empty squares there are.
- **Build:** Drag a certain number of items to the frame.
- **Fill:** Determine how many items are needed to fill the remaining squares.
- **Add:** Drag items to complete addition problems.



1

FRIDAY

Literacy



Listen to the story, "[Rainbow Fish](#)" by Marcus Pfister.

SLP Tip



Point out the title of the book and who the author of the book is. You can also draw attention to rhyming words and possibly even have your child guess what the next word could be in a rhyming pattern, or you could get "silly" and make up a whole bunch of rhyming words. Point out that script goes from left to right and see if your child can "read" and point at familiar words and letters.



2

FRIDAY

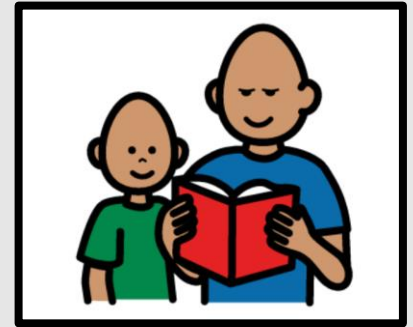
SLP Tip



Help them to find the alphabet or phonics page in their communication book or on their device.



Literacy



Using magnetic letters, alphabet blocks, letter tiles or loose parts, build the word fish.

- Once you have finished, say the word fish slowly.
- Listen for the “sh” sound.
- Think of 3 other words that you can hear the “sh” sound in. You might hear it at the beginning, middle or end of the word.
- If you need help thinking of other words, you can listen to the song, [“Let's Learn About the Digraph sh”](#) by Jack Hartman.

3

FRIDAY

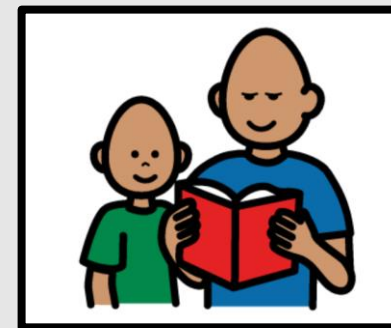
SLP Tip

Do a sound awareness game using little words like "ship, shirt, shark, fish, bush" to teach about blending 3 sounds in a word.

You can use blocks to help your child count the "sounds" they hear in the word. Touch the block as you say the sound (e.g., Fish has 3 sounds, but 4 letters) Or practice clapping the syllables in word: fish = one clap, shampoo = 2 claps.



Literacy





Go on a "sh scavenger hunt" around your home.

- Practise saying or listening for the "sh" sound in each item that you find.

SH
Home & Community
SCAVENGER HUNT

Dear Parents: Help your child find as many items as possible on this scavenger hunt while they practice using their best speech sounds. Check each item off of the list as you find them.

Trash Can <input type="checkbox"/>		Shovel <input type="checkbox"/>	
Tissue <input type="checkbox"/>		Shirt <input type="checkbox"/>	
Fish Bowl <input type="checkbox"/>		Shell <input type="checkbox"/>	
Leash <input type="checkbox"/>		Shelf <input type="checkbox"/>	
Shoe <input type="checkbox"/>		Mushroom <input type="checkbox"/>	
Shorts <input type="checkbox"/>		Brush <input type="checkbox"/>	
Flashlight <input type="checkbox"/>		Shampoo <input type="checkbox"/>	

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