



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](#)




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.

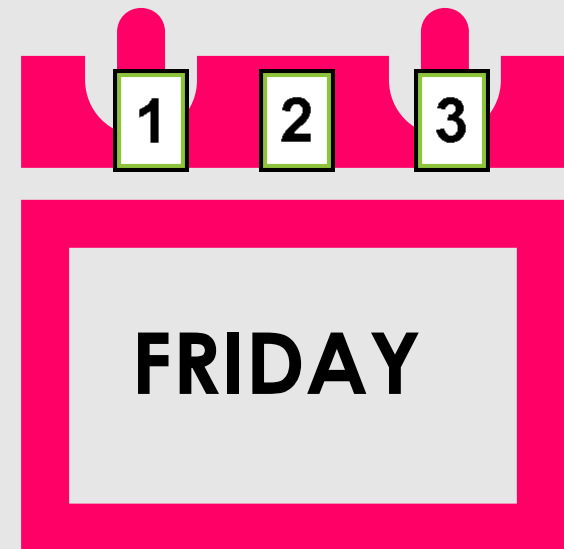
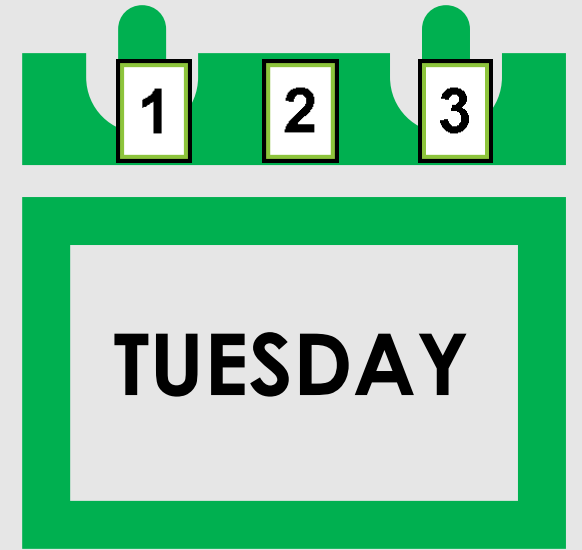
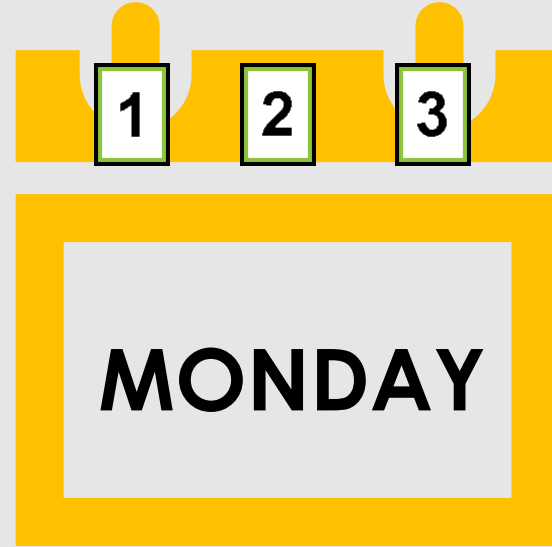
Navigating the Calendar

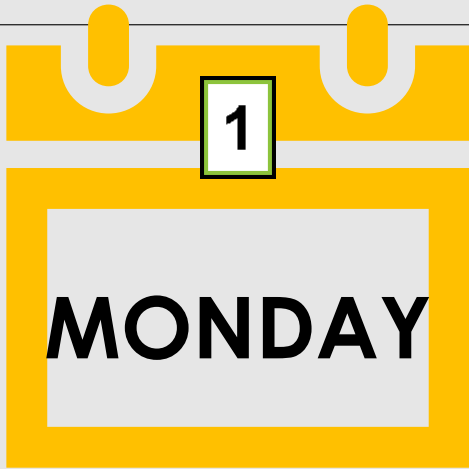
- Each day of the week has three activities that can be done in isolation or to extend learning
- Choose a day (e.g., Monday) and select the 1st, 2nd or 3rd task by clicking on that corresponding number
- Read over the learning task and complete the activity
- To return to the main calendar page to choose 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 4 to 8, 2020





Numeracy



Link to Video:

[Tally Charts and Bar Graphs](#)

Tally charts and bar graphs are used to record data and information.

Watch the video to review how to make and use a tally chart



Sometimes it may hard for your child to sit and listen to the whole video or the material may be too complex or abstract. Pause the video at intervals and concentrate on talking about the pictures. Sometimes it's helpful to watch the video more than once.

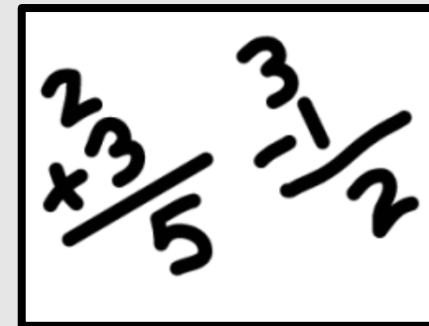
SLP Tip



2

MONDAY

Numeracy







Link to Chart:

[PDF Tally Chart](#)

Create a tally chart or use the one provided.

For the next 3 or 4 days record the number of:

- Books you read
- Movies you watch
- Times you talk to a friend or relative (by phone, Zoom, Hangouts etc.)
- Times you go outside

Activity	Tally	Total
 Read a Book		
 Watch a Movie		
 Talk to a friend or relative		
 Go Outside		

Sample tally chart

On Friday count by ones or by 5 to find your total for each activity.



3

MONDAY

Numeracy



On Friday transfer the data you collected in your tally chart and complete your bar graph.

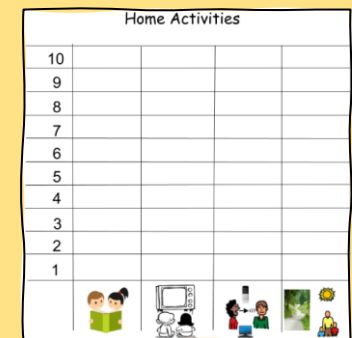
Link to Graph:

[PDF Bar Graph](#)

Remember to use a different colour for each activity.

- Which activity did you do the most?
- Which activity did you do the least?
- Create your own bar graph or use the one provided.

Sample bar graph



SLP Tip



Use the numbers page in your child's communication book or on your child's device while completing the graph



1

TUESDAY

Inspiration:

[Tin Drum](#)

[Rain Stick](#)



Music / Art Expression



Create your own musical instrument using existing household items

Tip: Experiment using a variety of small objects (i.e., beans, rice, sprinkles, pebbles, popcorn kernels, bird seed) in your rain stick and notice how it changes the sound of your instrument

Here's our own Martina showing how to make a guitar with recycled items: [Building a Guitar](#)

Suggested Materials: Tin, rice, sturdy cardboard tube, balloon, elastic band, beans, scissors, tissue box, aluminum foil, coloured paper, funnel, ribbon, paint, glitter, yarn, plastic wrap, tape, wrapping paper

OR

Use a prepackaged cardboard container that you can use as a shaker such as kraft dinner or cheerios inside a plastic container, pots and pans or using two wooden blocks also make great sound makers

2

TUESDAY

**Share your videos of
your instrument
and/or song on
Twitter and tag:**

[@BloorviewSchool](https://twitter.com/BloorviewSchool)



Music / Art Expression



Explore the website [Chrome Music Lab](#)

Using the feature "Rhythm" make your own rhythm pattern using the grid and play your instrument along with the characters.

OR

Using the feature "Song Maker" record your own song, add notes by clicking on the grid and share your musical masterpiece with a link. You can also sing a note into your mic.

OR

Jam along to the beat of your favourite song on YouTube while playing your instrument

3

TUESDAY

**Share your videos of
your instrument
and/or song on
Twitter and tag:**

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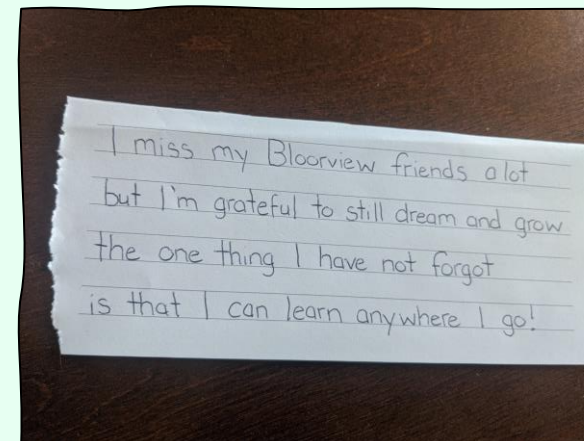
Music / Art Expression



Create a poem or song using as many words as you would like from this list:

- Bloorview
- Dream
- Love
- Learn
- Create
- Grateful
- Friends
- Inspire
- Miss
- Grow

Inspiration



You can clap your hands to the syllables of your poem

Perform your song for your family or share the music you composed on Chrome Music Lab

1

WEDNESDAY

Link to Cloud PDF:

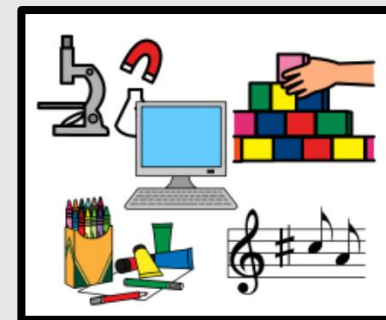
[Kinds of Clouds](#)

SLP Tip

Introduce, explain and highlight new vocabulary such as feathery, lumpy, puffy, low, high, fog etc.



S.T.E.A.M.



Clouds

Listen to the story "[The Cloud book](#)" words and pictures are by Tomie de Paola.

Search for a window in your home and take a look outside:

- What do you see in the sky?
- Are there any clouds out today?
- If there are clouds in the sky what types of clouds are they?

Use the template to help identify the clouds that you see in the sky. If there are no clouds in the sky today use the template to check the sky tomorrow.

2

WEDNESDAY

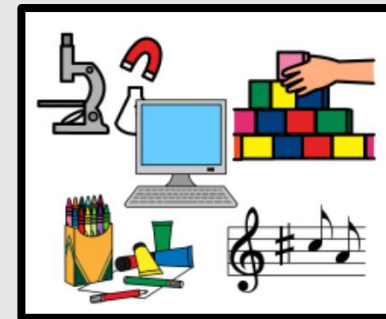
SLP Tip



Let your child lead. Have your child tell you GO, MORE, STOP, ALL DONE, during the art activity. This is also a great opportunity to practice CORE on a device or communication book.



S.T.E.A.M.



Cloud Art

Listen to the story "[It Looked Like Spilt Milk](#)" by Charles G. Shaw

Materials:

- Coloured paper
- White paint, or shaving cream or white glue mixed with shaving cream
- Bowl if needed for mixing glue and shaving cream
- Brush or chopsticks or hands (for sensory)

Directions:

- Use a coloured piece of paper and fold it in half
- Open the folded paper
- Let your child choose which material they would like to work with (for communication)
- "Spill" white paint, white glue with shaving cream, or shaving cream. Place a reasonable amount on one side of the folded paper and stay close to the centerfold and leave some room at the top and bottom of the fold
- Fold the paper over to the other side and press down on the paper and have your child help you
- Before opening it --have the child make a prediction about what it may look like? (i.e., "I think it will look like an elephant or a.....")
- Once the paper is opened talk about what they see? Turn it around and look for other possible shapes.
- Let dry and display your artwork in your room, share it in your Google Hangout class or take a picture and post [@BloorviewSchool](#) Twitter

3

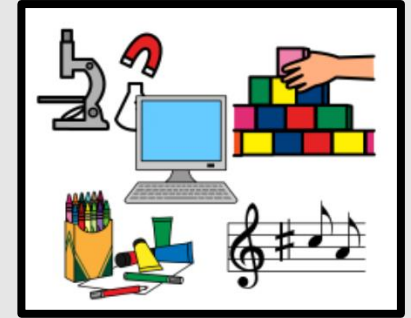
WEDNESDAY

Extension:

[Match the Cloud to its Name](#)



S.T.E.A.M.



Cloud Science

- Watch the short video on [Types of Clouds](#).
- What can clouds tell us?
- What is a cloud?

Choose one of the science experiments below:

- **#1 [Cloud in a Jar](#) Materials:** a jar, hot water, medium Ziploc with ice cubes, a match. This experiment needs adult assistance. **Before starting the experiment** ask your child what they think will happen in the jar when the hot water meets the cold ice cubes? **After the experiment**, ask: What did you observe in the jar?
- **#2 [Rain Cloud in a Jar](#) Materials:** a jar, water, shaving cream, food colouring and a dropper or spoon. Your child could help pour water in the jar (**this is the air**) and you can add the shaving cream (**the clouds - vapour**) to make the cloud. Before your child starts to use the food colouring (**the droplets**) over the cloud, ask what they think will happen when they add the colour to the cloud? After the experiment, ask: What did the food colouring become? (**the rain**) What do clouds do when they get dark and heavy?

1

THURSDAY

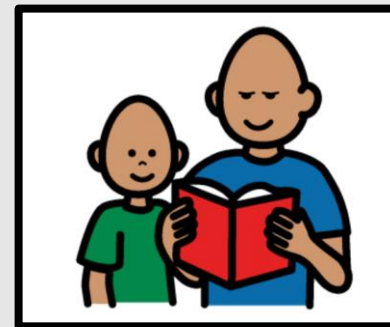
SLP Tip



Draw attention to descriptive concepts such as soft, smooth, prickly, wet, cold, noisy etc. as this allows the child to use these and expand on their utterances.



Literacy



Spring has sprung!

Let's celebrate with a stroll outside with a Spring Sensory Search.

Can you touch or look at something outside from the list below for SPRING?

- **S**oft or smooth
- **P**rickly
- **R**ainy wet
- **I**cy cold (because Spring isn't always warm here ;)
- **N**oisy *
- **G**lowing **
- *Students can find or be presented with each item*
- ** if hearing is difficult find something Natural to look at as an alternative*
- *** if vision is difficult Grass might be a nice G sounding alternative*

2

THURSDAY

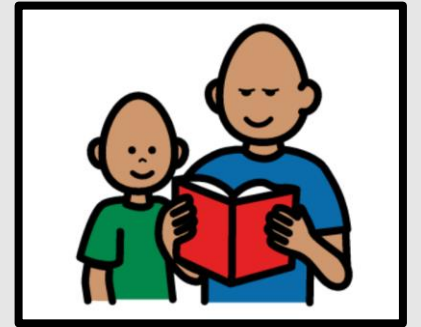
SLP Tip



Be face to face with your child, at their level so that they can get the extra cues about what you may be communicating from facial expressions and body language.



Literacy



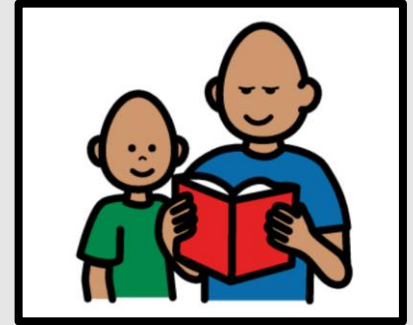
Spring has sprung!

- Let's celebrate with a stroll outside with a letter sound scavenger hunt!
- Can you find different objects outside that start with the letter sounds: S, P, R, I, N, G?
- As students go to look caregivers can provide an encouraging script *"S says ssssss, do you see something that says ssssss? Yes the Sun, the sun starts with ssssss"*

3

THURSDAY

Literacy



The word Spring has ing in it,

- *Ing* is such a funny word family, as you can't hear each letter sound. When these three letters go walking they get stuck at the back of your throat (go try - say *ING* into a mirror !
-
- Often the Ing word family is used in Action words:
- eatING, drinkING
- While you are outside try thinkING of some of your favourite actions to do outside (maybe have a loved one take a picture of you doING each action)
- Here's a few to get you started, let your imagination soar!
- SitTING
- StandING
- LyING
- JumpING
- DancING
- LookING
- ???? what did you come up with?



1

FRIDAY

SLP Tip

Take photos of the sequences of the activity (e.g.: how you made your art piece) and use it for a retell.



Visual Arts



Look at these pictures of “laundry” art as inspiration!

Use materials that you have on hand (towels, sheets, clothing, hand towels) to create art!

You can make anything your imagination can think of.



2

FRIDAY

Share your creation during Friday's Hangout and/or Tweet and tag:

[@BloorviewSchool](https://twitter.com/BloorviewSchool)



Visual Arts



What's your favourite animal?

Can you create it with your materials?



Can you guess the animal that was made?



SLP Tip



Use the animals page in your child's communication book or on their communication device for this activity.

3

FRIDAY

SLP Tip



Be face to face with your child, at their level so that they can get the extra cues about what you may be communicating from facial expressions and body language.



Visual Arts



Try making a face that shows different emotions (happy, sad, surprised etc.)

If you want, take some pictures and share during your class Hangouts session!