

Spring Package 2023

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Table of Contents

Language & Literacy.....	Page 3
Physical Literacy.....	Page 6
Outdoor Play in the Spring.....	Page 9
Science, Cognitive & Manipulation.....	Page 11
Block & Construction.....	Page 14
Sensory & Art.....	Page 17
Quiet Activities.....	Page 20
Jokes & Riddles.....	Page 23
Additional Resources.....	Page 24

Abbreviations:

LE = Learning Expectations - For SAK programs
 (Full-Day Early Learning Kindergarten Program’s Learning Expectations)

LO = Learning Opportunity - For SAC programs
 Continuum of Development (ELECT)

Language & Literacy

Learning Sign Language

Potential LE: 1.2
Potential LO: 3.1

Materials

Sign Language Video Tutorials
<https://www.youtube.com/@LearnHowtoSign/featured>



Guide

Learn sign language with children by utilizing the resources provided.

Learn Your ABC's

Have children learn the alphabet and have children use sign language to spell their name.

Visit:

<https://www.youtube.com/watch?v=sHyG7iz3ork>

Learn Your 123's

Have children learn numbers and have children count objects in sign language.

Visit:

https://www.youtube.com/watch?v=Y4stD_ypaAI

Learn Your Colour's

Have children learn the sign language for colors and have children find objects that are the same color.

Visit:

<https://www.youtube.com/watch?v==lqNRmkusg>

Sign Language Telephone Game

Potential LE: 1.2
Potential LO: 3.1

Materials

Sign Language Video Tutorials:
<https://www.youtube.com/@LearnHowtoSign/featured>



Guide

1. Introduce this game once children are more comfortable with the basics of sign language. They may only communicate through sign language.
2. Children form a circle without looking at each other.
3. The first person taps person #2 on the shoulder and signs something to them.
4. Then, person #2 signs it to person #3, and so on. Make sure the people further along the line do not see!
5. When the sign gets to the last person, you see how much it has changed, and then the first person reveals the original message in sign language.

Tip: Role model sign language signs and have children repeat them back to you so you can confirm they are using the appropriate motions and hand positions.

Learning the Scientific Names of Plants and Animals

Potential LE: 1.7
Potential LO: 3.2

Materials

Resource: Types of Plants and Animals.



Guide

1. Have children learn scientific names of plants and/or animals that they are familiar with.
2. Children can collaborate with the educator to do research on specific words of their choosing.
3. Alternatively, you can provide children with the scientific names first, and have children figure out what they represent!

Resources:

- Scientific name of various plants, fruits, vegetables and animals <https://www.vedantu.com/biology/scientific-names-of-plants-and-animals>
- Scientific name of Plants (with pictures) <https://extension.umass.edu/plant-identification/common/all>

Tip: Children may be interested in sharing the names of plants, animals, or other things in their language. A great way to foster extending children's language skills and their sense of belonging!

Community Web Storytelling

Potential LE: 1.10
Potential LO: 1.6

Materials

Ball of Yarn.



Guide

1. Children group together in a circle to collaboratively create a story. One child holds a ball of yarn.
2. The child holding the yarn starts the story with a sentence or two. Then, they toss the ball of yarn to another child. Each child adds more to the ongoing story and then tosses it to another child.
3. Once the story has concluded, feel free to challenge the children by asking them to retell the story to the best of their memory. Make this even more challenging by having the order of the children reversed!

Tip: What other challenges could you implement for this storytelling experience? Do the last words have to rhyme? Do they have to end with a certain letter? You can all decide!

Writing Secret Messages with Cryptography

Potential LE: 10.2
Potential LO: 3.1

Materials

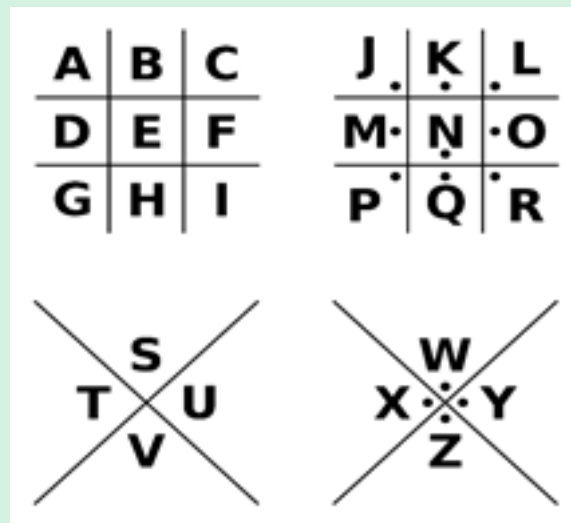
Pencils, Paper, Pigpen Cipher Code.



Guide

1. The Pigpen cipher is a simple and fun substitution cipher. Every letter of the alphabet is paired with a geometric symbol.
2. You can create coded words/messages for children to figure out.
3. Once children understand how this cipher works, have them write their own coded messages. Then, have children try to decode each other's coded messages.

Tip: The example here is one of many ciphers that can be used. What other ciphers can children research and use to write coded messages?



a	b	c	d	e	f	g	h	i	j
└	┐	┌	┘	□	├	└	┐	┌	┘
└	┐	┌	┘	□	├	└	┐	┌	┘
└	┐	┌	┘	□	├	└	┐	┌	┘
u	v	w	x	y	z				
<	^	v	>	<	^				

Physical Literacy

True or False

Potential LE: 7.3
Potential LO: 4.11

Materials

Open Space. Video Tutorial:
<https://peuniverse.com/video/true-false-game/>



Guide

1. The players are divided into 2 equal teams standing on either side of a center line. One group is the “True” team and the other is the “False” team.
2. Each team has a goal on either side of the center line.
3. The referee will give a true statement, such as “grass is green”, the true players run for their goal, chased by the false team.
4. If tagged, the members of the true team become members of the false team. (And just the opposite if the question is false).
5. Once members are tagged, they join the opposite team.

Tip: Give children turns to be the referee. Choose different topics of True and False. For example, focus on animals, countries, cars, etc.

Hit the Target

Potential LE: 8.2
Potential LO: 5.1

Materials

String/Yarn, Hula Hoops, Ball/Bean Bag.
Optional: Art Materials to Make a Target (Paper, Markers, Popsicle Sticks, Glue, Tape).

Guide

1. The focus of this activity is to support the fundamental movement skill of manipulation. Examples of manipulative movement skills include throwing, catching, kicking, etc.
2. Make this challenging by hanging hula hoops in a variety of heights and spaces.
3. Children can practice their aim by throwing their item through the hula hoops.

Tip: Have children create a target out of various art materials. Tie the string or yarn around the object and attach it somewhere outside (hanging off goal posts, the fence, the wall, etc.).



Barnyard

Potential LE: 8.1
Potential LO: 4.11

Materials

Open Space.
Video Tutorial:
https://www.youtube.com/watch?v=Yulz4tdyd_k&t=64s



Guide

1. Use the gym's court lines as the barnyard.
2. Two children will be farmers (taggers) and start in the middle.
3. The rest of the players are animals and start along one side.
4. Assign each player as a type of animal – choose 3 different types in total.
5. The farmers will call out an animal, for example 'SHEEP'.
6. When 'SHEEP' is called, all of the sheep try to run across to the other end without getting tagged by the farmers.
7. If tagged, the player who was tagged must run a lap around the barnyard before they can go back in the barnyard.
8. If farmer calls out 'BARNYARD' then all animals run.

Tip: Remember to switch roles and animal types after a few rounds. You can change the theme to a rainforest, ocean, or the desert if you like!

Jet Ball

Potential LE: 7.2
Potential LO: 4.11

Materials

Sponge Balls of Various Sizes. Video Tutorial:
<https://www.youtube.com/watch?v=Ldh5F31qG9U&t=110s>



Guide

1. Runners line up along the edge of the gym wall.
2. Two throwers, each with a ball, throw the ball at the wall *above* the line of runners.
3. Once the ball(s) make contact with the wall, the runners run to the other side of the gym while trying not to get tagged by a ball (the throwers will get their rebound then try to tag players as they run away).
4. Players who are tagged sit down. They can then tag runners as they go back-and-forth.
5. Keep going until everyone has been tagged!

Tip: You may make this game challenging by shrinking the area that children can play in after every round.

Creative Movement Obstacle Course

Potential LE: 8.2
Potential LO: 5.1

Materials

Open Space, Hula Hoops, Scarf for Limbo, Any Gross Motor Materials Needed.

Guide

1. Ask children to brainstorm ideas together to create an obstacle course.
2. Gather all the materials needed.
3. Section the outdoor space or gym space to create areas. Examples of areas could include:
 - Limbo, Hula Keep-Ups, Crab Race, Potato Bag Race, Spoon-Ball Race, Minute-to-Win-It games, etc.
4. Let the race begin!

Tip: *When you participate and share your enthusiasm, children are more likely to engage and be enthusiastic about gross motor activities too. You are the children's role model!*



Outdoor Play in the Spring

Outdoor Mural Painting

Potential LE: 31.3
Potential LO: 4.1

Materials

Mural Paper/Cloth/Table Cloth/Flat
Bedsheet/Shower Curtain, String/Tape/Zip ties to
tie the Mural Paper up, Paint, Paint Trays, Paint
Brushes/Rollers.



Guide

1. Gather all your materials in a bin and involve children in the set-up and clean-up process.
2. Find an open space outdoors to tie up your canvas. This could be tied on tree branches, against a fence or simply lay it on the ground.
3. Ask children to pour paint in the tray and prompt them to paint using brushes, twigs, leaves or their hands.
4. Encourage children to get messy to express their ideas and process of painting by saying “YES to MESS!”

Tip: Ask families to bring in a baggy t-shirt for messy painting. Make sure the paint is only used on the mural and not on nature. Clean up what you bring out!

Outdoor Scavenger Hunt

Potential LE: 28.3
Potential LO: 4.1

Materials

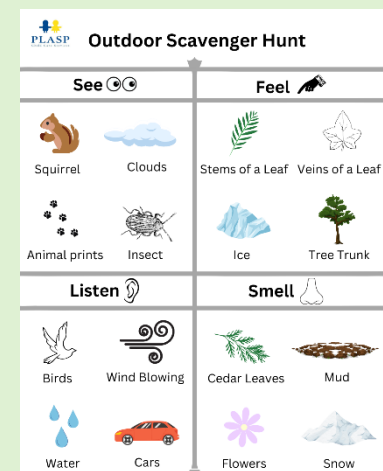
Outdoor Scavenger Hunt Sheet
Optional: Clipboard, Pencil, Bag/Bucket.



Guide

1. Go on a walk and give children space to actively look for items during outdoor time.
2. Take a moment at the end and ask children open-ended questions such as “What was the hardest item to find? What did you find most interesting? Was there an item you found soothing?” These types of questions invoke deeper thinking and give children the opportunity to connect with nature.

Tip: Print the Outdoor Scavenger Hunt sheet for each child. Provide children clipboards and a bag/bucket to collect natural items they may find fascinating on their scavenger hunt that they would like to keep. If you do not have access to a printer, use your tablet to upload the sheet.



Nature's Collage

Potential LE: 13.3
Potential LO: 2.1

Materials

Construction Paper, Liquid Glue, Glue Stick, Ziploc Bag/Bucket/Container, Natural Materials.

Guide

1. Go on a walk to gather natural materials you find in your surrounding area.
2. Find a comfortable area in the outdoor space to lay your paper, glue, and bag full of natural items.
3. Depending on children's interest, prompt them to glue their items to represent their family, their day, or their surrounding space.
4. Allow to dry on a flat surface.

Tip: Only collect natural items you find fallen on the ground. Encourage children to be mindful and not to disrupt the natural environment by plucking leaves and flowers.



Playdough & Nature

Potential LE: 20.4
Potential LO: 3.1

Materials

Playdough, Natural Materials. Optional: Playdough Cutters.

Guide

1. Take playdough to the outdoors and invite children to go on a scavenger hunt for natural materials to use as loose parts.
2. Find a comfortable space and engage children in conversation while they are exploring these materials.
3. Ask children open-ended questions about what they are creating.

Tip: The focus of this is the process of play and not the end-product of the activity. Avoid judging or criticizing children's work and encourage them on ways they may explore their ideas further.



Science, Cognitive & Manipulation

Making a Phone/Tablet Speaker

Potential LE: 24.3
Potential LO: 4.5

Materials
Paper Towel Rolls or Wrapping Paper Rolls, Paper Cups/ Plastic Cups, Pen, Scissors, Glue Gun.



Guide

1. Challenge the children to make a "Rock-On" customizable speaker for your program's tablet.
2. Have children use the provided materials to create their speaker.
3. Once constructed, children will test if their speaker works by playing music through the tablet.
4. Extend this activity by introducing concepts such as sound vibrations and sound waves, how sound waves can travel through different mediums, and how the shape of the different mediums can cause the sounds to be amplified.
5. Add a further challenge for children by having them create a blue print prior to them building their speaker or they can draw a blueprint after they build it.

Tip: Extend this experiment by testing out the effects of paper vs. plastic cups and long vs. short tubes.

Making Sidewalk Chalk from Scratch

Potential LE: 13.3
Potential LO: 4.5

Materials
Flour, Water, Food Colouring, Mixing Bowls, Spoon, Ziplock Bags.
Video Tutorial: [How To Make Sidewalk Chalk](#)



Guide

1. Add a bit of flour into the mixing bowl. Add a bit water and drops of food colouring. Be generous with the food colouring if you would like to make the colours stand out. Mix very well.
2. The right consistency is when it looks like cookie dough and no longer sticky. Add a little water if it is dry or flour if it is too sticky.
3. Roll it up in a ball. Put the dough in the plastic bag and then shape it to be like a cylinder.
4. Put it in the freezer for a minimum of 2 hour and then test it outside.

Tip: Create different shapes of chalks in multiple colours.

Growing Beans

Potential LE: 25.3
Potential LO: 4.5

Materials

Kidney Beans, Paper Towel, Sandwich Bag or Glass/Plastic Jar, Water
Optional: Marker, Chart Paper, Measuring Tape.

Guide

1. Fill the sandwich bag or jar halfway with paper towels.
2. Place several beans on the outside of the paper towels in the bag to be able to watch them grow.
3. Spray the paper towels with water to dampen them.
4. Place the bag or jar near a window or on a window ledge.
5. Make sure you poke holes or leave the sandwich bag open for air circulation.
6. Create a growth chart where children can write down their findings and measurements on a daily basis.
This encourages children to use their observational skills over a long period of time.

Tip: Introduce terms such as germination, growth, root, stem and seed to expand children's vocabulary.



Water-Flushing Science Experiment

Potential LE: 13.3
Potential LO: 4.7

Materials

A Plastic Bottle, Pin, Water, Big Bowl, Tray or Bin.
Optional: Food Colouring.



Guide

1. Use the pin to make holes around the empty plastic bottle, preferably at the lower portion of the bottle.
2. Fill the bottle with water and close the lid.
3. Open and close the lid to see how water flushes out through the holes when you open it, and observe how it stops when you close it.
4. Ask questions to provoke them to critically think about what is happening to the bottle such as, “*What do you think is going to happen now?*” and “*Why do you think the water stopped coming out of the holes?*”
5. Document children’s hypothesis, inquiries, and findings throughout the process.
6. Extend this activity by experimenting with different sized bottles.

Tip: *The focus of this activity is cause-and-effect. Open-ended questions will allow children to critically analyze what is causing the water to flush out and what is causing it to stop. This will provoke children to think about the “why?”*

Popsicle Stick Catapult

Potential LE: 20.4
Potential LO: 4.2

Materials

Writing Materials, Paper, Popsicle Sticks, Rubber Bands, Plastic Spoons, Bottle Cap, Items for launching (Pompoms, Beads, Marbles, Etc.)



Guide

1. Children can utilize the provided materials to create catapults that can successfully launch a small object.
2. Have children theorize and conduct experiments with their catapults (Ex. Can it launch a pom-pom across the room? Can it launch a bead straight up into the air? Can it launch a marble?)
3. Support children in enacting and documenting all aspects of the scientific method throughout this activity. These include: **Gathering information** (ex. How to build different types of catapults), Forming a **hypothesis** (Ex. I think a popsicle stick will launch objects farther than a spoon), **testing** with an experiment, **writing** down the results, **analyzing** the results, stating **conclusions**, & **sharing results**.

Tip: *Always start out asking a question to come up with a hypothesis. “Which item will go farther?” “I think xyz will go farther.” “Why?” Have fun setting up a catapult to test the theory! Can you design a different catapult using the same materials?*

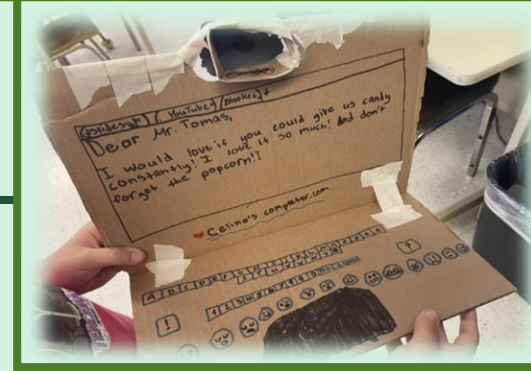
Block & Construction

Build Your Own Technology

Potential LE: 20.4
Potential LO: 4.9

Materials

Sheets of Cardboard, Tape, Markers.



Guide

1. Provide children with an adequate number of materials.
2. Ask children "What is a piece of technology you would like to create for yourself?"
4. Ask open-ended questions to prompt children to think of features they would like to have on their tech. Questions such as "What would you use it for? What are the features and settings on it? Are there games that you play on it?" etc.
5. Prompt children to create their chosen technology with the provided materials. This could be a tablet, phone, laptop, gaming console, or something completely made up.
6. Prompt children to showcase what the screen would display and to add all the details they can think of.
7. Create your own piece of technology and engage with children in conversation during the process.

Tip: Do not limit children in the supplies they use or the type of supplies they would like to use. Encourage them to explore and make mistakes. This is the joyous process of learning!

Building Construction Paper Homes

Potential LE: 28.2
Potential LO: 4.2

Materials

Construction Paper, Popsicle Sticks, Tape, Markers, Lego People.



Guide

1. Gather all materials and prompt children to create a home for their Lego people.
2. Ask children about the Lego people and who they are. Ask them about the details of their lives and what kind of home they think would suit their lifestyle.
3. Once children have created personas, they are ready to build their home. Will they need walls? Rooftop? Doors? Rooms? Chairs? Fireplace? Etc.

Tip: Use the Popsicle sticks to add sturdiness to the structures.

Home Furniture

Potential LE: 20.4
Potential LO: 4.3

Materials

Tissue Boxes/Shoe Boxes/Cardboard Boxes, Scissors, Tape, Loose Parts (Fabric, Popsicle Sticks, Pompoms, Magazines, Construction Paper, Construction Paper, Etc.)

Guide

1. Ask children to create a piece of furniture from their home using cardboard and loose parts. This could be their bed, lamp, side table, etc.
2. They can use cardboard boxes in many ways. They may remake their entire room or a piece of furniture. Leave children's options open to what they are interested in.
3. Set up a bin full of open-ended materials for children to explore and choose from.
4. Support children where needed and encourage them to engage in trial-and-error with their structures. Enjoy the process!

Tip: *If you have shoe boxes, encourage children to create a model of their entire room.*



School Blueprint

Potential LE: 24.4
Potential LO: 4.3

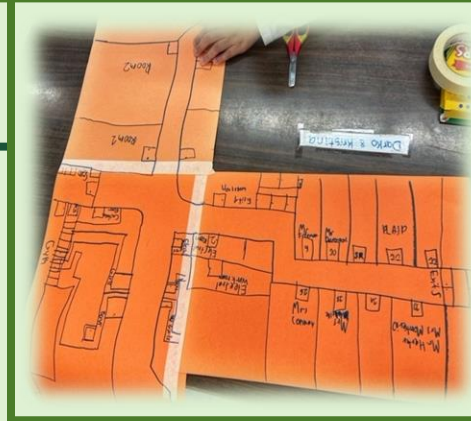
Materials

Construction Paper, Markers, Tape.

Guide

1. Before you begin, tell children you would like to create a blueprint of the school. Ask open-ended questions such as “Do you know where everything is in the school? What is upstairs? Where is the gym located? Where is your classroom? Who is next to your classroom? Where is the teacher’s lounge? Etc.”
2. Equip everyone with paper, a clipboard and a pencil to sketch and make notes of all the rooms while you walk through the school.
3. Once you are back in the room, sit down and draw out the school on construction paper.

Tip: *Extend children’s learning by investigating the way blueprints are used for planning and building (architecture) and in the cases of emergencies. You may extend this further by creating a blueprint for your dream school.*



Build Your Own Marble Maze

Potential LE: 24.3
Potential LO: 4.2

Materials

Cardboard Sheets, Ruler, Scissors, Tape, Marbles.

Guide

1. Begin by drawing the layout of the maze on the base of the cardboard. Draw the origin point, walls and the end target.
2. Cut a few thin long strips of cardboard. Aim for 1" in the width of each strip.
3. Once strips are all cut to size, tape down the strips to the lines on the base panel.
4. Leave the end of the maze open.
5. Once all the walls are ready, draw a circle for the "start" point and cut out the hole to be able to place a marble on top of it as a holder.
6. Let the maze begin!

Tip: Invite children to add their own creative twist to their maze by making the walls taller, wider, having flaps, adding curtains, etc. The ideas are endless!



Sensory & Art

Bugs and Insects Art

Potential LE: 23.4
Potential LO: 4.3

Materials

Leaves, Sticks, Yarn (Substitute with Twine or String), Glue, Googly Eyes.
Optional Video: [Kids Vocabulary - Bugs - Learn English For Kids - English Educational Video](#)



Guide

1. You can begin by watching the suggested video and talk about the insects and bugs that your children know. Use their natural curiosity to encourage them observe nature in the outdoors.
2. Have children collect natural items from the ground, such as leaves, sticks, etc.
3. After collecting items, discuss what bugs and insects they can create with these items. You can have children recreate bugs/insects they found outdoors or through book/tablet research.
5. While doing this activity, focus on the topics that are interesting to the children.

Extend their interests by asking questions such as “How do butterflies and bees help plants grow?”, “Why do bees’ sting?”, “Why do some bugs have six or eight legs?”, “Can bugs swim?” etc.

Tip: Any activity that integrates nature will provide an opportunity for children to learn how they affect the environment as well as how the environment affects them. Children can learn many ways to value and respect nature by observing us and the way we treat our environment.

Nature Paint Brush

Potential LE: 21.6
Potential LO: 4.3

Materials

Nature Materials (Fallen Branches, Tree Leaves, Plants, Leaves, Flower Petals, Etc.), Tape, Rubber Bands. Optional: Clothespins.



Guide

1. Once the materials have been gathered from the outdoors, they may begin creating their own unique nature brush. A clothespin can become the paintbrush handle or they are welcome to use a twig with an elastic band/tape.
2. Begin painting with your new brush. Provoke further conversation and critical thought by questioning and commenting on how they designed their brush and what designs they have created with their unique brush ‘fibres.’

Tip: Ensure safety by sharing that they must be mindful and choose safe materials. For example, **do not collect pinecones** as they may contain pine nuts that some children may be allergic to.

Pipe Cleaner People

Potential LE: 23.2
Potential LO: 4.3

Materials

Pipe Cleaners, Paper Napkins/ Fabric, Scissors, Markers, Yarn.

Guide

1. Have children manipulate the pipe cleaners to create their pipe cleaner person. They might choose to create themselves, members of their family, a character from a book/show, or any other person they choose.
2. Once the pipe cleaner body is complete, children can use the napkins, fabric, yarn, scissors, and markers to create clothing for their creation.
3. Once children finish their creations, they can share details about their creation with their peers! Make sure to ask children open ended questions such as *“Why did you choose to create this person?”* and *“How did you design their clothing?”*



Tip: *How could you extend children’s interests? Perhaps children would enjoy crafting different art projects such as a robot, animals, or heroes? Or will they enjoy hosting a puppet show with all their creations involved? Follow your children’s interests.*

Animal Fashion Show

Materials

Potential LE: 31.3
Potential LO: 4.3

Playdough, Fabric, Scissors, Tape, Toy Animals, Loose Parts (Rocks, Shells, Gems, Beads, Etc.).

Guide

1. Announce to the children that we are going to put on an animal fashion show and that they get to design and create the animals’ outfits.
2. Children can use the provided materials to make custom ‘clothing’ for an animal of their choosing.
3. Once completed, children can showcase their animal model. Encourage further conversation by asking children to share what they created, the materials they used, and how/why they designed their outfit in the way that they did!

Tip: *This activity does not simply have to be limited to clothing. You can extend this activity to have children designing accessories and other apparel for their animals to model. Some children may choose to create armor for them instead. Make sure to account for these ideas and incorporate their interests!*



DIY Sandpit & River

Materials

Potential LE: 29.3
Potential LO: 4.5

Homemade Sand (Mix 4 Cups of Flour with $\frac{1}{2}$ Cup of Oil), Aluminium Foil or Parchment Paper, Water, Spoons, Cardboard Boxes, Nature Loose Parts (Rocks, Sticks, Leaves, etc.). Optional: Food Colour.

Guide

1. Children may create their own sandpit or choose to collaborate with a group (of 2-4 children) to support their social and cooperation skills.
2. Begin by making your own sand. Children can add flour to their container and then gently pour in the oil. Add flour or oil as needed to create the texture of sand.
3. Have children cut a narrow piece of aluminum foil to create the base of the river that will carry the water.
4. Part the sand in the middle.
5. Place the aluminum foil and pour the water in the aluminum foil to create a river. Optional: Add drops of food colour to the water.
6. Complete the bin by adding animals that live in sandy areas, rivers, and natural loose parts. This could be collected by the children during outdoor time.
7. Find an organic opportunity to talk about *“What we can do to respect and care for nature and animals?”* This can raise their environmental awareness! Ask them questions such as *“What do you think happens to the animals if someone threw garbage in the river?”*, or *“What do you think happens to animals if someone ate all the food from the plants?”*. Discuss the importance of keeping nature clean and safe for animals to live and thrive in!

Tip: *This activity may lead to child-initiated research where they learn about different habitats, different wildlife, and how they can support their local natural environments!*



Quiet Activities

Feather painting

Potential LE: 8.4
Potential LO: 4.3

Materials

Feathers, Tape, Popsicle Stick, Construction Paper, Paint, Tray.

Guide

1. Gather all materials on the table.
2. Invite children to contribute in the setup and choice making. They love having choices!
3. Ask children to pour the paint they want to use in the tray.
4. Next, tape the feathers to the Popsicle stick.
5. Begin painting. While they paint, ask children to try different methods of painting with the brush. For example, they can stamp, roll, wiggle, or create short/long streaks with it.
6. Engage in conversation during the process by asking them open-ended questions such as “How do you feel when you do.... with the brush?”



Tip: Focus on the process of making art and not the end-product. Process-focused art encourages children to explore and express their feelings, ideas, and thoughts.

Upside Down Art

Potential LE: 21.6
Potential LO: 4.1

Materials

Tape, Markers or Crayons, Paper.

Guide

1. Encourage children to set up the activity with you.
2. Once everyone is ready, prompt them to either lay down or sit under the table and begin their drawing.
3. You may give children open-ended drawing prompts such as “draw a superhero” or “draw your favourite animal.”

Tip: To deepen your exploration, extend this activity by introducing different art materials such as pastels, bingo dabbers, or paint.



Body Tracing

Potential LE: 26.2
Potential LO: 2.1

Materials

Indoors: Chart Paper, Markers. Outdoors: Chalk.

Guide

1. Ask children to find a partner.
2. Each child takes turns to lay down and trace each other's bodies.
3. Once complete, encourage children to draw and decorate the tracing of their body.



Tip: Ask children to compare who is bigger, smaller, taller, or shorter. This is a great way to have a conversation about diversity and celebrating our similarities and differences in our community!

Build Your Home

Potential LE: 26.1
Potential LO: 4.3

Materials

Construction Paper, Popsicle Sticks, Markers, Glue (Liquid or Sticks). Optional: Loose Parts.

Guide

1. Gather materials and ask children to think about what their homes look like.
2. Ask how many people live in their home and how many rooms they have.
3. Begin by building the foundation of your home with the popsicle sticks.
4. Once the glue is dry, begin drawing in the details of the home.

Tip: Engage with children and create your home as well. Creating and sharing information about your home with the children can promote a positive relationship and foster their sense of belonging.



Paper Jewellery

Potential LE: 2.3
Potential LO: 4.1

Materials

Patterned Paper, Tape, String/Elastic Band, Pencil.

Guide

1. Cut the paper into strips.
2. Use a pencil to roll the piece of paper and tape the end.
3. Once you have created many rolled pieces, you may begin weaving a string through each "roll".
4. Tie the ends of the string/elastic.
5. Wear or gift your newly-made accessories.

Tip: You can encourage children to create a jewelry set by creating rings, bracelets, and necklaces.



Jokes & Riddles

Potential LE: 1.6
Potential LO: 3.1

Make your transitions fun and interesting with these jokes and riddles. You may use these to foster a sense of belonging and well-being by working together to create your own jokes. *Laughter is medicine!*



1. How do billboards talk to each other? **With sign language.**
2. What do you call two birds who are in love with each other? **Tweet-hearts.**
3. Where should you go if you want to learn how to make ice cream? **Sundae school.**
4. What kind of shoes does a banana peel love wearing? **Slippers.**
5. What candy do bumblebees love the most? **Bubble gum.**
6. What's a really sad strawberry called? **A blueberry.**
7. What is cheese that doesn't belong to you called? **Nacho cheese!**
8. How do bees brush their hair? **With honeycombs**
9. Why are cats good at video games? **Because they have nine lives!**
10. Why can't a leopard hide? **Because he's always spotted!**
11. What song does a cat like best? **Three Blind Mice**
12. What type of markets do dogs avoid? **Flea markets!**
13. How do rabbits travel? **By hare plane.**
14. What is a bunny's motto? **Don't be mad, be hoppy!**
15. What time does a duck wake up? **At the quack of dawn!**
16. What do ducks get after they eat? **A bill!**
17. Why don't cats like online shopping? **They prefer a cat-atalogue.**
18. What do you call a tiger that drinks lemonade? **A sour puss.**
19. What did one toilet say to the other? **You look flushed.**
20. What do clouds wear under their clothes? **Thunder-wear.**
21. Why was the computer chilly? **It left a window open.**

Additional Resources

1. **Have a Ball Together** provides over 100 fun and simple games and activities designed to get children active. <http://haveaballtogether.ca/activities/>
2. **Active for Life** provides resources for developing physical literacy in the early years by providing lesson plans for all age groups
<https://activeforlife.com/resource/individual-lesson-plans/>
3. **Creative Zone** is a free recycling paradise where you can go in and take unlimited supplies of your choice for FREE. Book an appointment now by visiting:
<https://familydaycare.com/about-us-family-day-care-services/the-creative-zone/>
4. **Info Peel** is a directory full of Community, Child Care, Early Years or Special Needs services and resources you can refer families to. Check out <https://infopeel.ca/>
5. **Early Learning for Every Child Today (ELECT) Document:**
You may refer to this document to guide your program planning, documentation and deeper understanding of children’s learning and development.
<https://www.dufferincounty.ca/sites/default/files/rtb/Excerpts-from-Early-Learning-for-Every-ChildToday.pdf>
6. **The Kindergarten Program Document:**
Refer to Pages **306-318** for a quick view of “Overall Expectations with Related Specific Expectations” to guide your observations, documentation, and program planning for the SAK program.
https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_july21.pdf



Outdoor Scavenger Hunt

See 

Feel 



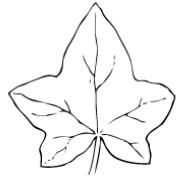
Squirrel



Clouds



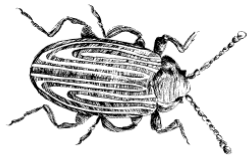
Stems of a Leaf



Veins of a Leaf



Animal prints



Insect



Ice



Tree Trunk

Listen 

Smell 



Birds



Wind Blowing



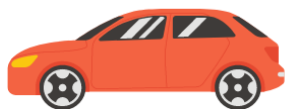
Cedar Leaves



Mud



Water



Cars



Flowers



Snow