

# Planning for Evacuation

Early Literacy  
Early Numeracy  
Environment and Community Awareness  
Citizenship and Identity  
Personal and Social Responsibility



**Guiding Question:** How can using points of reference in a drawing of an evacuation plan keep me safe at home and away from home?

**Purpose:** I can describe and demonstrate ways to be safe at home and away from home.

**Lesson 1 of 1 | 1-part lesson | ~20 mins/part + child work time**

## Notes for Teachers

- This document is intended to support students and families with at-home learning.
- Please make your own copy of any slide presentations or documents students need editing access to (File > Make a Copy).

## Notes for Parents/Guardians

- These activities are designed to help you support your child's at-home learning.
- Depending on when your child left in-class learning, you may be required to review some previously taught concepts in order to be successful in this unit.
- Children are encouraged to work as independently as possible on the tasks. However, depending on your child's learning needs, they may require additional support to complete the activities.
- Please contact your school teacher if you need any further information.

## Activities to Complete

### Materials

- Drawing tools

### Key Vocabulary

- **Evacuation** - Evacuation is to exit a place.
- **Plan** - A plan is an organized way of doing something.

### Background Information for Parents/Guardians

- Familiarize yourself with different kinds of alarm sounds that may ring during evacuations (they're loud, they may have flashing lights, they can be heard outside). You may want to explore the Internet for examples.
- be mindful that mapping skills for children in Kindergarten may reflect a range of abilities and emphasis should be placed on the information they share about the meaning of their map, rather than the accuracy of their drawing.
- Consider testing your smoke detector before the lesson.

## Lesson

- Introduce the lesson by letting your child know that today they are going to learn about *evacuation* safety by creating an *evacuation plan* using points of reference.
- Begin by asking your child what they know about *evacuation* safety.
- Read books about fire safety where evacuating is featured, such as [Big Frank's Fire Truck](#) by Leslie McGuire or [Firefighters A to Z](#) by Chris Demarest. Highlight the title of the book, the author and, if available, the illustrator.
  - Pause to talk about the pictures and discuss vocabulary that may be new to your child.
  - You may also want to do a virtual tour of a [Strathcona County Fire Hall](#).
- Share websites about [evacuation safety](#) or look at the [Strathcona County Family Emergency Planning Document](#).
  - Discuss with your child any new information you or your child may have learned.
- Explain to your child what they should do if an emergency alarm rings at home and highlight the importance of being familiar with points of reference (e.g., understanding where exits are, knowing which exit to leave through, where the meeting point is).
- Lead your child out of your home by practicing your *evacuation plan*. Along the way, stop to share important information pertaining to your specific plan and draw attention to points of reference. If possible, point out your smoke detector(s) to your child.
- Go back inside your home and emphasize the importance of entering your home in a safe manner.
- Ask your child what they would do if they heard an emergency alarm when they are away from their home (a

friend's home, a community building).

- Discuss the similarities and differences between home and community building *evacuation plans*. For example, your home may be one level and a community building may be many levels and have more people in it.
- Explain to your child what they should do if they were in different rooms within a building and the points of reference that may be used to evacuate.
- Instruct your child to create a drawing of their *evacuation plan* on the [Home Evacuation Plan](#) activity page. Remind your child to focus on using points of reference in their drawing.
- Invite your child to share their completed [Home Evacuation Plan](#) activity page with you and other family members. Encourage your child to talk about their ideas and information represented, as well as any points of reference referred to.
- Conclude the lesson by asking your child to respond to the guiding question, “How can using points of reference in a drawing of an evacuation plan keep me safe at home and away from home?”



**Submit to Teacher:** No submission required. This assignment is intended for learning only.

## Extending the Learning (optional)

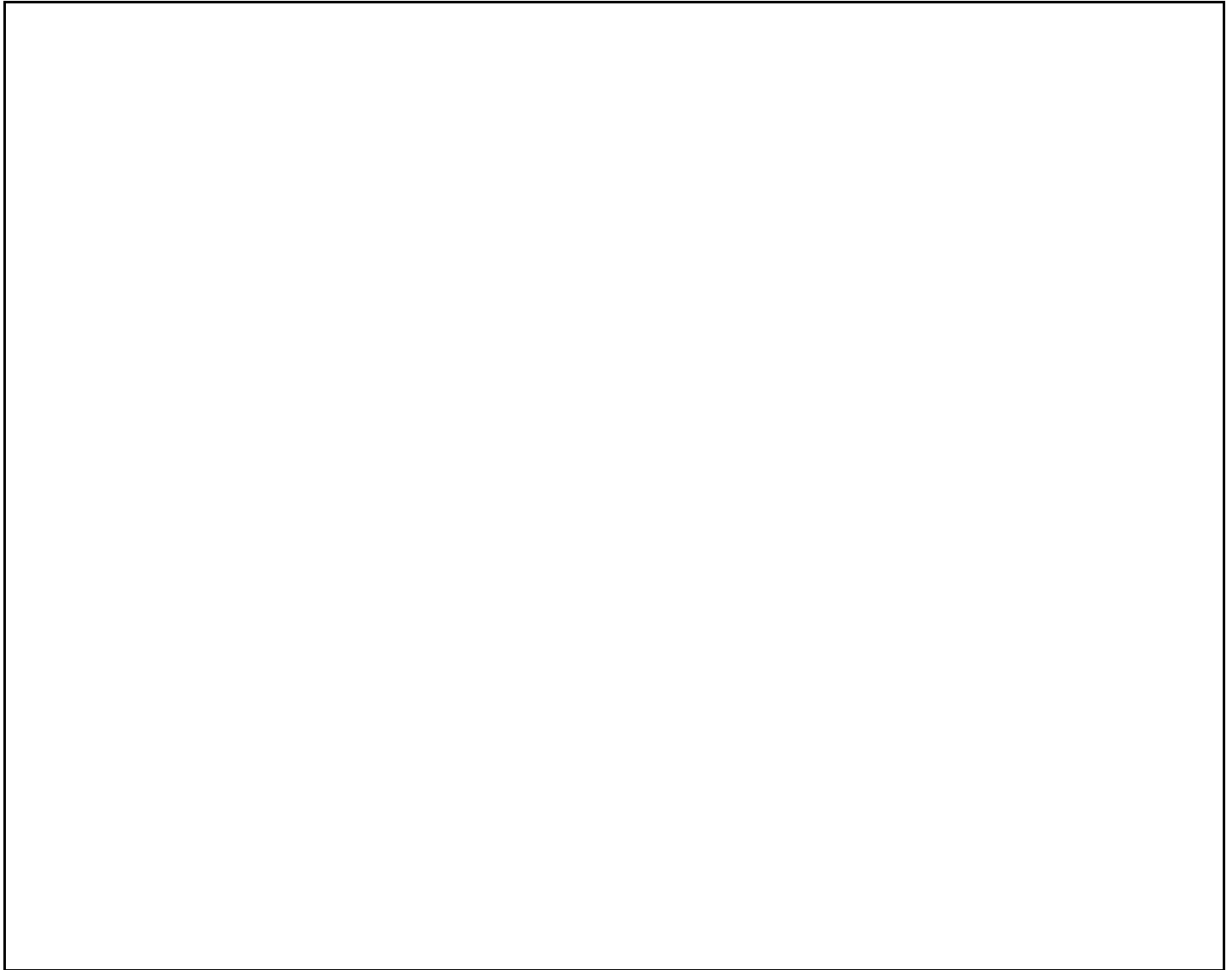
The following activities are optional. These may deepen your understanding of the learning outcomes in this lesson.

- Invite your child to share their [Home Evacuation Plan](#) with others, such as friends or extended family members.
- Set up an area where your child may use dramatic play to act out evacuation situations.
- Provide opportunities for your child to create evacuation maps for other buildings.

Click [here](#) to create a child copy of the activity.

## Home Evacuation Plan

Your child has been talking about evacuation safety, using familiar points of reference. Please have a family conversation with your child about ways they can safely evacuate from their home. Make and practice an evacuation plan with your child. Using familiar points of reference, ask your child to create a drawing of the plan in the space below.



I can evacuate my home by \_\_\_\_\_



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Last updated: November 2020

# A Recipe For Disaster

Early Literacy  
Early Numeracy

Environment and Community Awareness  
Citizenship and Identity  
Personal and Social Responsibility



**Guiding Question:** How can information and ideas be shared using numerals, drawings and words?

**Purpose:** I can create a recipe to share ideas using numerals, drawings and words.

**Lesson 1 of 1 | 1-part lesson | ~ 20 mins/part + child work time**

## Notes for Parents/Guardians

- These activities are designed to help you support your child's at-home learning.
- Depending on when your child left in-class learning, you may be required to review some previously taught concepts in order to be successful in this unit.
- Children are encouraged to work as independently as possible on the tasks. However, depending on your child's learning needs, they may require additional support to complete the activities.
- Please contact your school teacher if you have any further questions.

## Activities to Complete

### Materials

- Cookbooks
- Cooking utensils (spoons and tongs)
- Drawing tools
- Loose parts

### Key Vocabulary

- **Number** - A number is a symbol or symbols used to represent a quantity.
- **Numeral** - “A numeral is a symbol or group of symbols used to represent a number” (Alberta Education, 2007).

### Background Information for Parents/Guardians

- If possible, you will need to have two cookbooks available for this lesson in order to highlight the key features of cookbooks, as they may vary between cookbooks. Easy to follow or cookbooks for children may work best.
- Loose parts are open-ended materials that can be manipulated in different ways (e.g., blocks, sticks, pompoms, beads, stones).
- It may be beneficial to display the words of the loose parts (to be used as ingredients) in a visible place for your child to reference or copy.

## A Recipe For Disaster

- Inform your child that they will be using their counting and writing skills to create a recipe using loose parts.
- Hold up a cookbook for your child to see and display it to your child as you flip through some of the pages. Continue this with the second cookbook or the sample recipe [Blueberry Super Power Muffins](#).
- Ask your child to share what they know about cookbooks. Point out the key features of a cookbook, including the table of contents, photos and a few recipes.
- Read two recipes to your child. Highlight the main parts of a recipe, including the title, list of ingredients with *numerals*, photos, tools needed and the steps or directions.
- Engage your child in a discussion about cookbooks and cooking. Include questions such as, “Have you ever used a cookbook before?” or “How could you help to cook a meal?”
- Let your child know that they will have an opportunity to create a recipe. Have your child brainstorm different foods they would like to make.
- Watch the [Recipe for Disaster](#) video with your child and talk about what type of recipe you are going to make out of loose parts.
- Model how to create a recipe by:
  - Selecting a mixing bowl and tongs.
  - Using the tongs to pick up one type of loose parts, such as pompoms or rocks. Repeat this step three times, adding different loose parts each time.



- Mixing the loose part ingredients together in the bowl.
- Demonstrate how to record the new recipe on the [Recipe Template](#) (see the [Recipe Template \(Sample Recipe\)](#)):
  - Ask your child for interesting suggestions to name the recipe. Select one and record it at the top of the [Recipe Template](#).
  - Sketch a picture of the recipe in the box on the [Recipe Template](#). Let your child know that they will have more time to add details to their own drawings.
  - Using the tongs take one type of loose parts out of the mixing bowl (e.g., pompoms).
  - Invite your child to join you as you count out loud the number of pompoms used in the recipe.
  - Record the quantity, draw a picture of each loose part counted and the name of the loose parts on the [Recipe Template](#) (e.g., 5, \* \* \* \* \* and pompoms).
  - Repeat for the different types of loose parts.
  - Invite your child to help you determine which ingredients were used the most and the least.
  - Return the loose parts to their respective containers. Discuss the importance of tidying the loose parts for the next person with the class.
- Provide your child with a copy of the [Recipe Template](#), loose parts, tongs and mixing bowls.
- Direct your child to use the materials available and complete their own [Recipe Template](#).
- Conclude the activity by inviting your child to share their completed recipes with family members and friends. Encourage your child to point out the *numerals* and *numbers* in their recipe when sharing.

 **Submit to Teacher:** Your child's completed [Recipe Template](#). As well as a video of your child counting and recording the loose parts.

## Extending the Learning (optional)

**The following activities are optional. These may deepen your understanding of the learning outcomes in this lesson.**

- Invite your child to create multiple recipes and compile them into a cookbook.
- Use real ingredients to create a recipe.
- Invite your child to exchange recipes with friends and family members. Compile all the recipes into a cookbook.

Click [here](#) to make an editable copy of the activity.

# Recipe Template

Numeral	Number of Objects	Illustration	Ingredients





Drawing of the recipe.

Which ingredient did you use the least of? \_\_\_\_\_

Which ingredient did you use the most of? \_\_\_\_\_

# Recipe Template (Sample Recipe)

## Fluffy Munchies

Numeral	Number of Objects	Illustration	Ingredients
5	5		pompoms
8	8		rocks
2	2		blocks
6	6		shells

Drawing of the recipe.

Which ingredient did you use the least of? blocks

Which ingredient did you use the most of? rocks

# Blueberry Super Power Muffins

Prep Time: 10 mins    Cook Time: 20 mins    Yield: 8 muffins

## You will need:

Large bowl

Large spoon

Muffin tins

Muffin wrappers

Measuring cups

Measuring spoons

## Ingredients:

2 tablespoons canola oil

1/3 cup applesauce

2/3 cup milk

1 teaspoon vanilla extract

1/3 cup brown sugar

3/4 cup gluten free flour

3/4 cup rolled oats

1 teaspoon baking powder

1 teaspoon cinnamon

2/3 cup blueberries

## Instructions:

1. Preheat the oven to 355°F.
2. In a large bowl, mix together softened butter, egg, milk, vanilla and brown sugar until well combined.
3. Add flour, oats, baking powder and cinnamon until just combined.
4. Gently mix in blueberries.
5. Put muffin wrappers in muffin tin and fill almost to the top.
6. Bake for 20 mins.

## 7. Let cool and enjoy!

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Last updated: November 2020

# All About Me

Early Literacy  
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Personal and Social Responsibility



**Guiding Questions:** What do you want your teachers to know about you?

**Purpose:** I can think about what makes me unique. I can share information about myself with others.

**Lesson 1 of 1** | ~20 mins/part + child work time

## Notes for Parents/Guardians

- These activities are designed to help you support your child's at-home learning.
- Depending on when your child left in-class learning, you may be required to review some previously taught concepts in order to be successful in this unit.
- Children are encouraged to work as independently as possible on the tasks. However, depending on your child's learning needs, they may require additional support to complete the activities.
- Please contact your school teacher if you have any further questions.



## Activities to Complete

### Materials:

- Writing tools
- Colouring tools

### Background Information for Parents/Guardians

- This activity will need parent/guardian guidance to complete.
- This activity is for your child to share more information about themselves with their teachers.
- This activity will allow your child to learn more about themselves and their family.

## All About Me Worksheet

- Discuss each of the different questions on the [All About Me worksheet](#) with your child and listen for their responses.
- Work with your child on completing each question.
- Have your child try their best with printing their responses, but please help them complete the worksheet if needed.
- Your child may also draw pictures for their responses.



**Submit to Teacher:** A picture or copy of the completed worksheet.

# All About Me

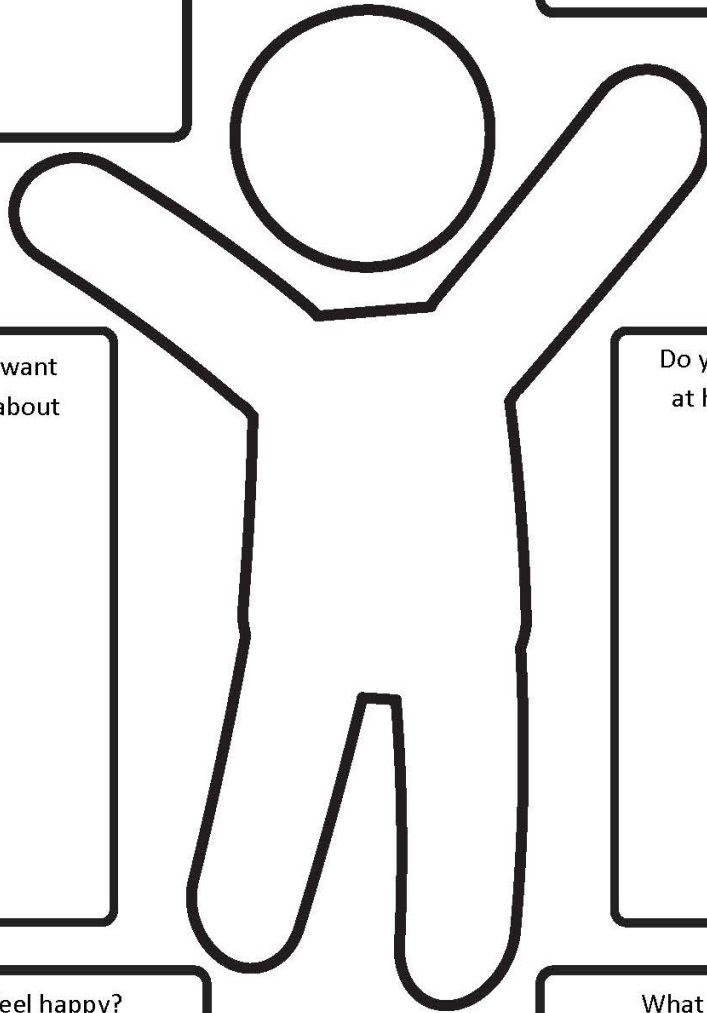
How old are you?

Who do you live with?

What do you want to do when you grow up?

What do you do for fun?

Draw a picture of yourself below!



What is one thing you want your teacher to know about you?

Do you celebrate any holidays at home? If so, what do you celebrate?

What makes you feel happy?

What makes you feel sad?

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# What Is a Pattern?

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Early Numeracy

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Citizenship and Identity  
Personal and Social Responsibility



**Guiding Questions:** How can photos be used in shared viewing experiences? What is a pattern?

**Purpose:** I can identify two element patterns through shared viewing experiences.

**Lesson 1 of 1 | 2-part lesson | ~15 mins/part + child work time**

## Notes for Parents/Guardians

- These activities are designed to help you support your child's at-home learning.
- Depending on when your child left in-class learning, you may be required to review some previously taught concepts in order to be successful in this unit.
- Children are encouraged to work as independently as possible on the tasks. However, depending on your child's learning needs, they may require additional support to complete the activities.
- Please contact your school teacher if you have any further questions.

## Activities to Complete

### Key Vocabulary

- **Element** - An element is a part of a whole.
- **Pattern** - A pattern is a repeated sequence or arrangement about which predictions can be made (Alberta Education, 2007).

### Background Information for Parents/Guardians

- The pattern game cards will need to be printed and cut out.
- The [Photos of Patterns](#) will need to be printed or be accessible digitally for your child to view during the lesson.


## Part 1: Introduction to Patterns

- Inform your child that they will be learning about *patterns*.
- Ask your child to share what they know about *patterns*.
- Watch the [What Is a Pattern?](#) and the [Pattern Song](#) videos with your child.
- Share the definition of a *pattern*, “a repeated sequence or arrangement about which predictions can be made” (Alberta Education, 2007).
- Illustrate what a *pattern* is by engaging in a shared viewing experience using the [Photos of Patterns](#) with your child.
- Point out each *pattern* by stating what the two *elements* in the *pattern* are and by stating the *pattern* (e.g., the zebra has two *elements*: black and white. The *pattern* is black, white, black, white, black, white).
- Listen to the read aloud of a book about *patterns* to your child, such as [Pattern Fish by Trudy Harris](#), pausing periodically while listening to the book to point out the *patterns*.
- Invite your child to share anything new they may have learned about *patterns* from the book.

## Part 2: It’s a Pattern Game

- Model how to play the [It’s a Pattern Game](#):
  - Organize the [It’s a Pattern Game](#) cards in a pile, with the pictures face down.
  - Flip over a card and look carefully at the picture.
  - Decide if you can identify a *pattern*. If so, state the *elements* of the *pattern* and say the *pattern* as you point to each *element*.
  - Place the cards with identified *patterns* in one pile, those without *patterns* in a second pile and any game pieces that you are unsure about in a third pile.
  - Repeat this process for a few cards, to ensure your child understands how to play the game.

- Invite family members or friends to play the game.
- Provide the group with a set of [It's a Pattern Game](#) cards.
- Invite them to play the game together, by taking turns to flip over a game card until all of the cards have been played.
- Encourage your child to discuss with the group members any cards that were placed in the unsure pile.
- Conclude the lesson by asking your child to explain what a *pattern* is and provide an example from the [It's a Pattern Game](#) cards.

 **Submit to Teacher:** No submission required. This activity is for your child to start identifying and working with patterns.

## Extending the Learning (optional)

The following activities are optional. These may deepen your understanding of the learning outcomes in this lesson.

- Provide opportunities for your child to look at a variety of books about patterns.
- Encourage your child to play the [It's a Pattern Game](#) with family members, friends and by themselves.

Click [here](#) to make an editable copy of the activities.

# Photos of Patterns

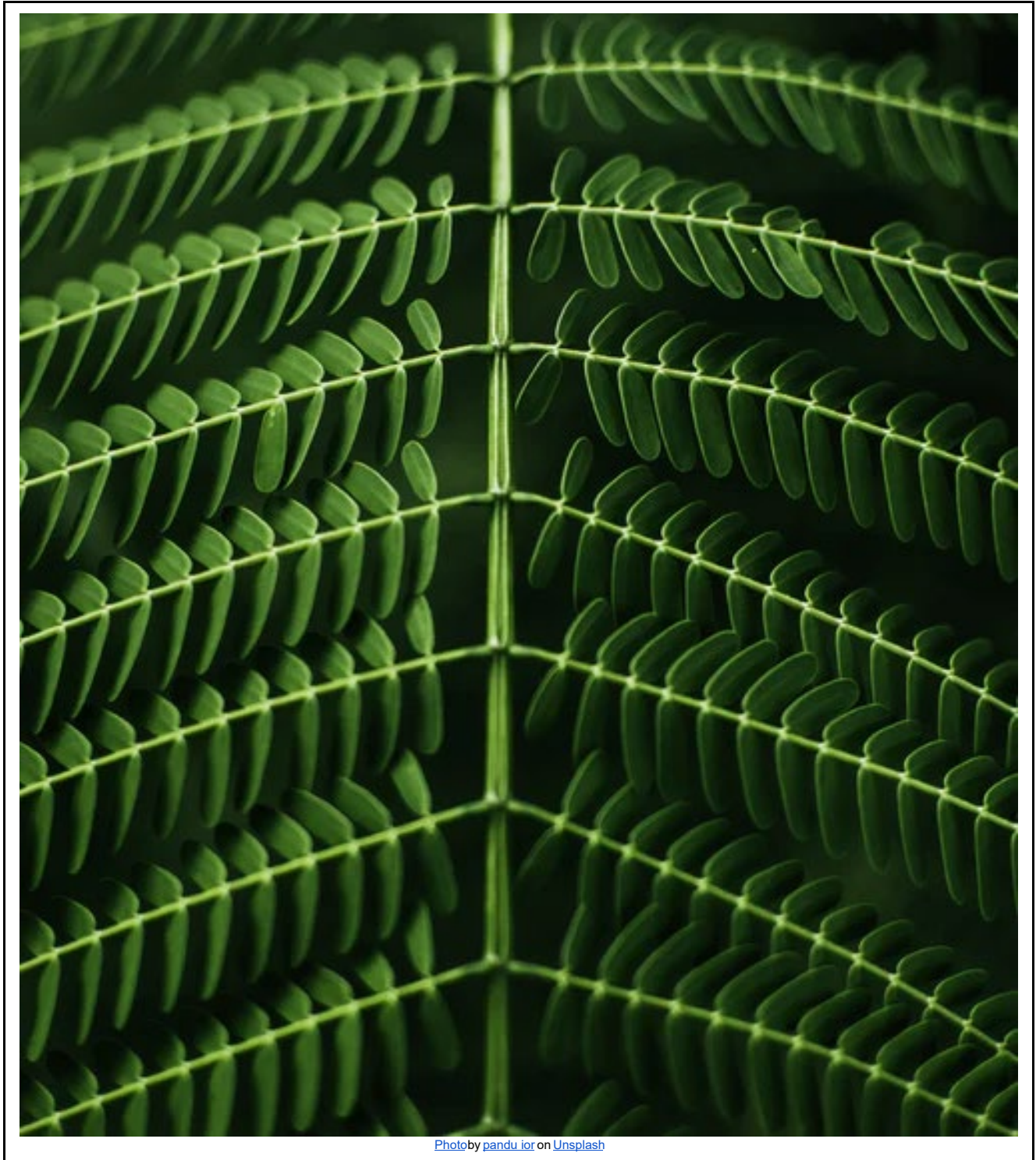


Photo by [pandu ior](#) on [Unsplash](#)





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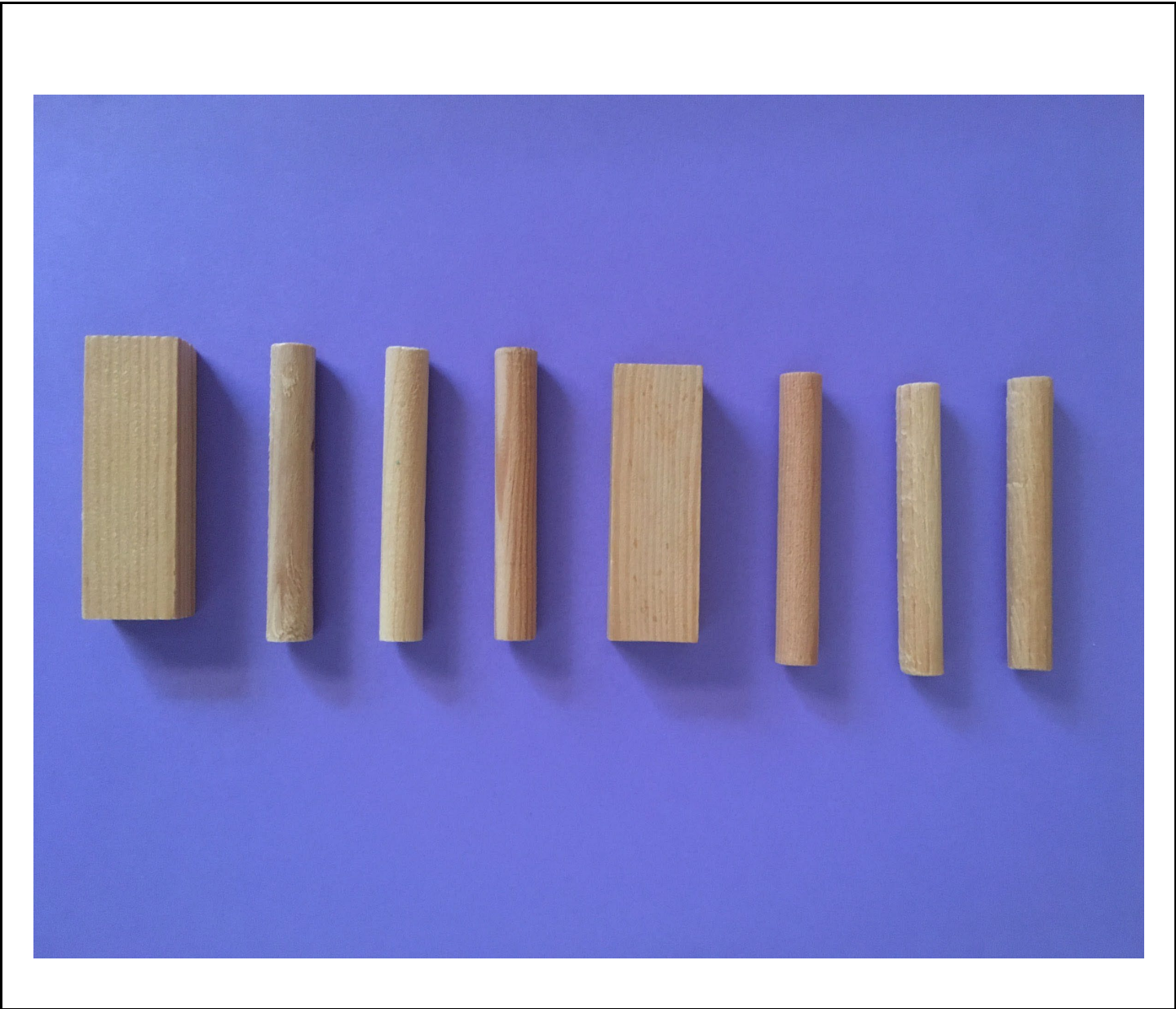




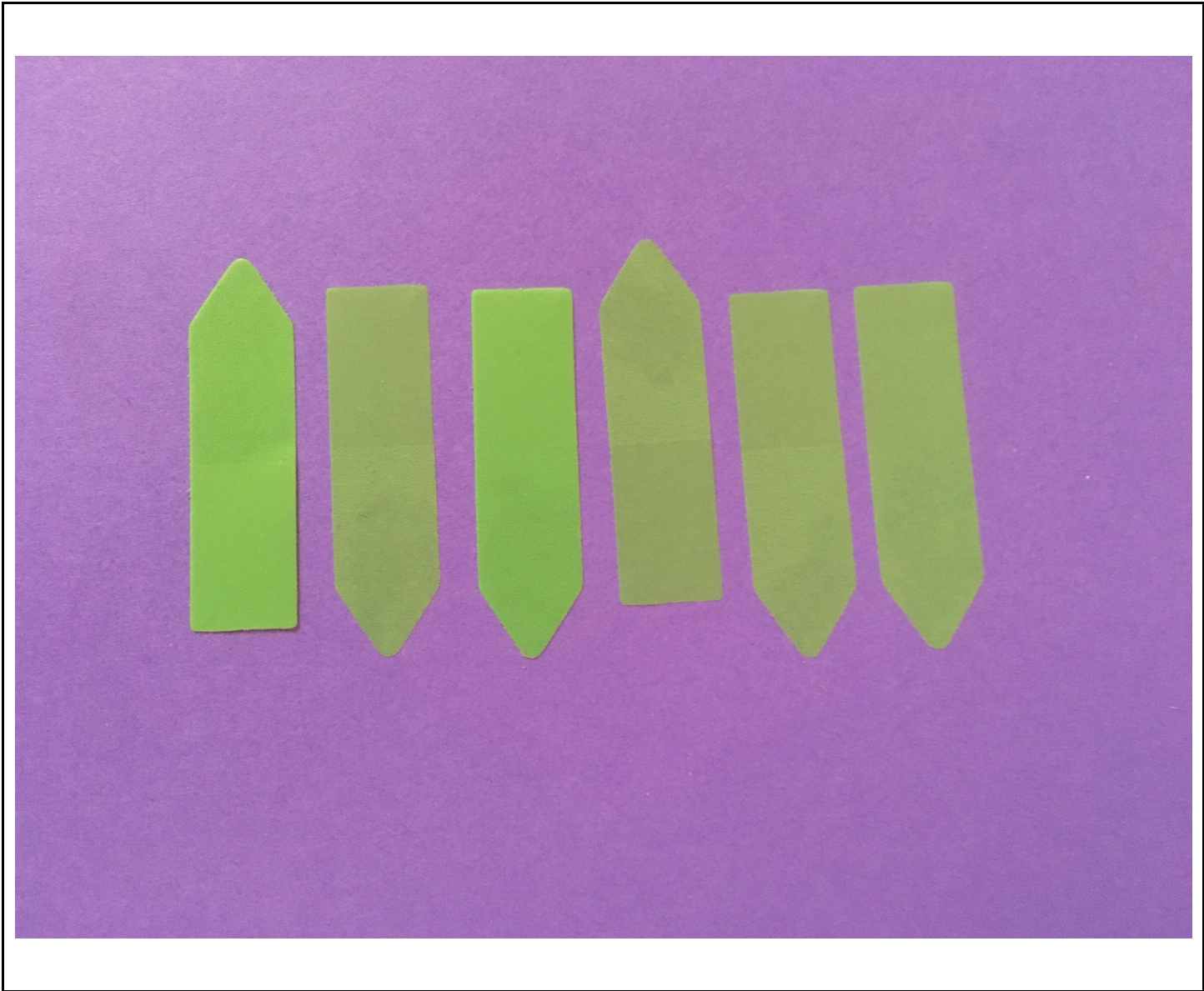
[Photo by Amy Traron on Unsplash](#)



[Photo by Meghan Rodgerson Unsplash](#)





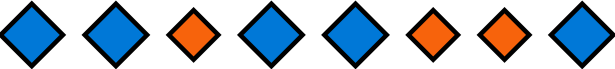





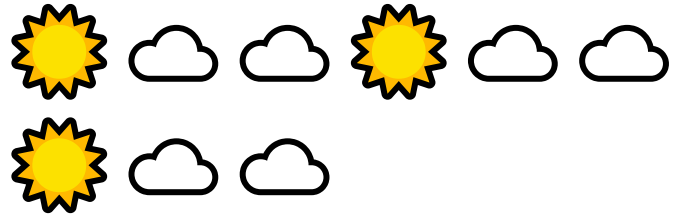






# It's a Pattern Game



# Drawing the Words

Early Literacy  
Early Numeracy  
Environment and Community Awareness  
Citizenship and Identity  
Personal and Social Responsibility



**Guiding Question:** How can we begin to write words?

**Purpose:** I can draw and record ideas. I can begin to make connections among sounds, letters and words.

**Lesson 1 of 1 | 1-part lesson** | ~10 mins/part + child work time

## Notes for Parents/Guardians

- These activities are designed to help you support your child's at-home learning.
- Depending on when your child left in-class learning, you may be required to review some previously taught concepts in order to be successful in this unit.
- Children are encouraged to work as independently as possible on the tasks. However, depending on your child's learning needs, they may require additional support to complete the activities.
- Please contact your school teacher if you need any further information.

## Activities to Complete

### Materials

- Drawing the Words paper (there are two options - [standard option](#) and [advanced option](#))
- Pencil and eraser
- Crayons, markers or pencil crayons
- [Letter R Drawing Card](#)
- [Alphabet Linking Chart](#)
- [Letter Pathways Formation Card](#)- Uppercase
- [Letter Pathways Formation Card](#)- Lowercase

### Background Information for Parents/Guardians


- In this lesson, your child is going to follow the steps on a drawing card to draw a picture of a rat and then sound out the letters to spell the word, rat. It is important that you let your child sound out the word by themselves. You may sit with them and help them orally produce the sounds and then help them use the alphabet to see if they can figure out which sounds come next in the word, but it is important that you don't give them the spelling or tell them which letter it should be. The purpose of this activity is twofold:
  - To be able to follow a sequence of steps to draw a picture.
  - To use phonemic sounding out strategies to spell a word.

## Part 1

- This lesson will be used as an assessment to check on your child's fine motor skills and their letter/sound knowledge. It will follow the format that we use in the online meetings. When your child completes the assignment, please follow a similar procedure to this.
- Begin the lesson by watching the [drawing video](#) on YouTube. This video is a step by step lesson about how to draw a dog and how to sound out the letters to write the word, dog.
- Your child can follow along with the video to draw a dog and then write the word for dog, along with the video. This is a practice run for the assignment.
- Next, make a copy of the Letter R Drawing card and give it to your child. You may also just download the card and share it on the screen.
- On their own, have your child follow the steps to draw a picture of a rat.
- Next, have your child colour and add details to the rat.
- Finally, have your child use the sounding out strategies we use online and in the video to spell the word, rat. **If your child spells the word incorrectly, or is only able to write some of the letters, that is okay. Please submit the writing that your child did on his/her own.**
- There is also an advanced option. If your child is already sounding out and writing words on their own,

please use the second paper option and have your child write a sentence about the rat they drew. Again, please allow your child to do all of the sounding out on his/her own without “giving” the words.

- If your child is having difficulties with letter formation, please refer to the Letter Formation Pathways cards.

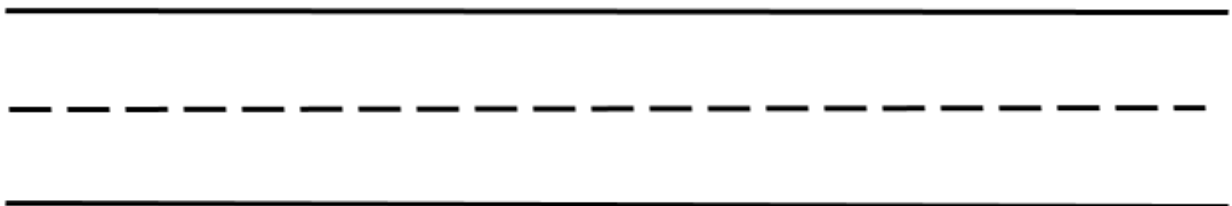
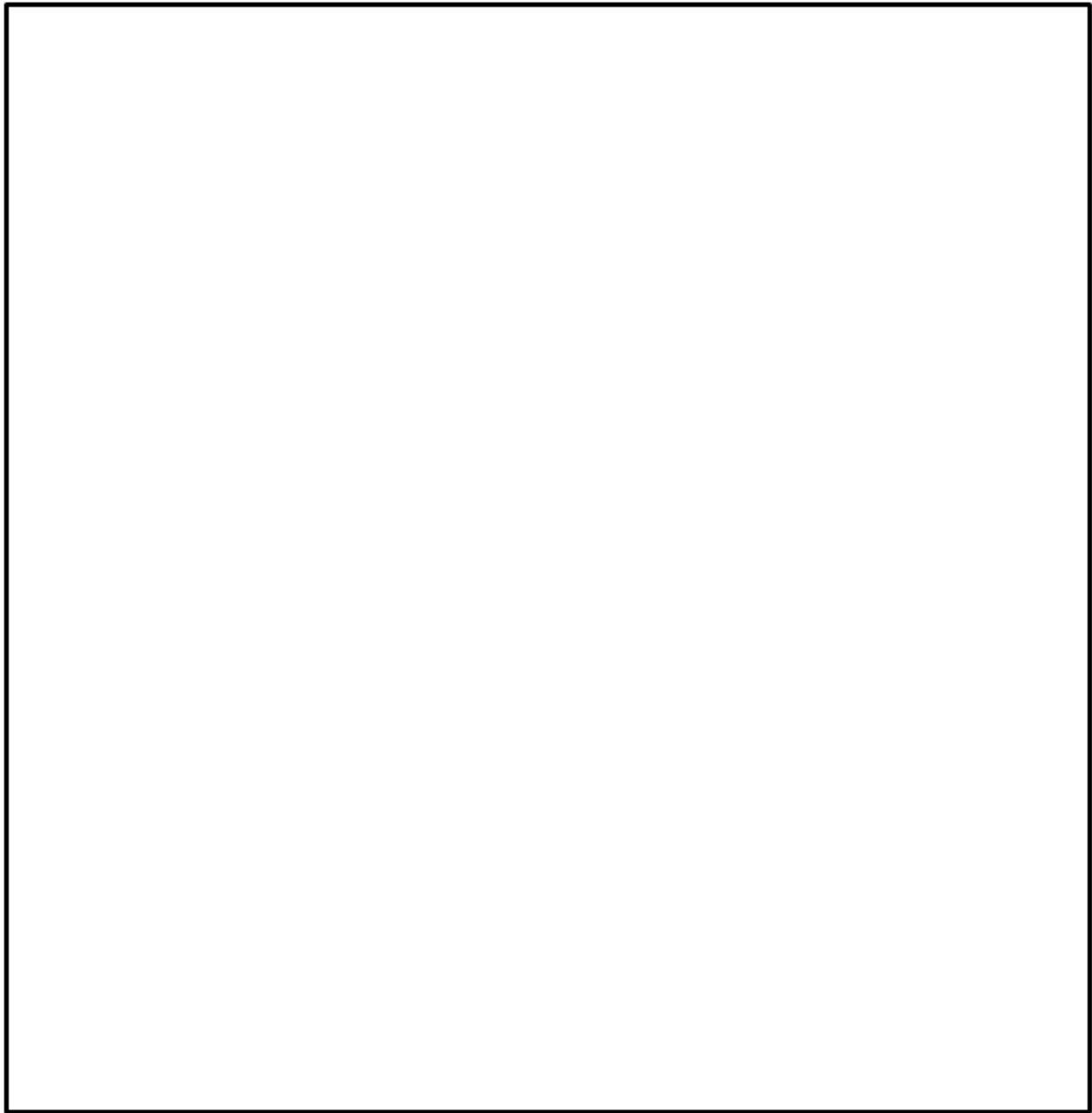
 **Submit to Teacher:** Take a photo or scan of your child’s drawing and writing and submit. Also, please use the steps in the “Funster Portfolio App lesson” to help your child add it to their portfolio.

## Extending the Learning (optional)

The following activities are optional. These may deepen your child’s understanding of the learning outcomes in this lesson.

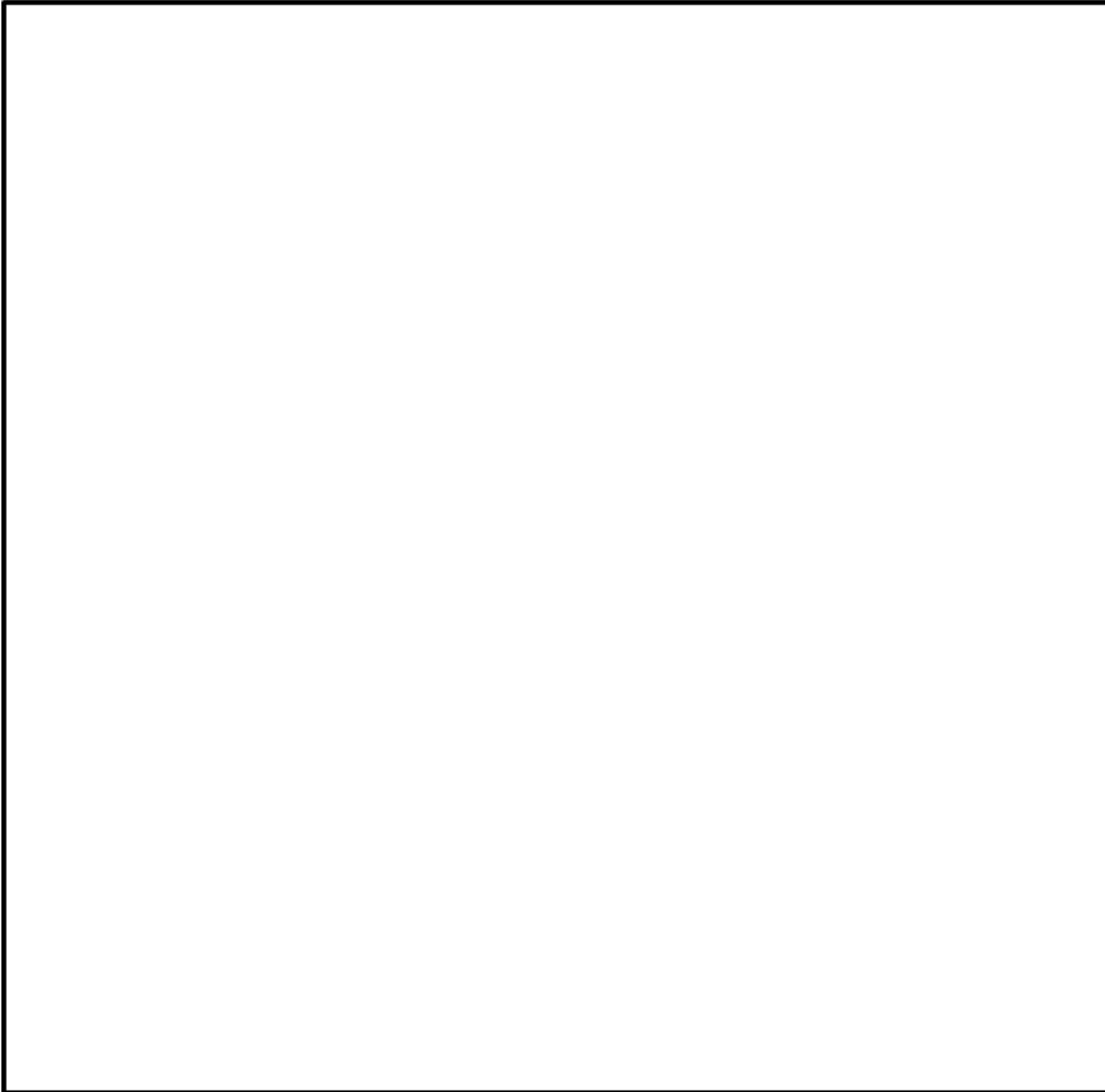
- Have your child teach someone else in your household to draw and write the word.
- Have your child add labels to his/her drawing.
- Watch other drawing videos:
  - <https://www.youtube.com/channel/UCoYuUEbkJWDGMCSd94zQfVA>
  - [https://www.youtube.com/channel/UC3dEvA1is6-0\\_yuei9iCdEw](https://www.youtube.com/channel/UC3dEvA1is6-0_yuei9iCdEw)
  - [https://www.youtube.com/results?search\\_query=art+for+kids+hub](https://www.youtube.com/results?search_query=art+for+kids+hub)
- Have your child create his/her own drawing card that teaches someone the steps that show how to draw something.

# Drawing the Words by \_\_\_\_\_





# Drawing the Words by \_\_\_\_\_



\_\_\_\_\_

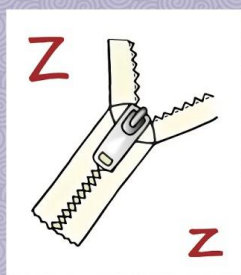
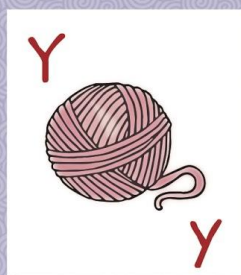
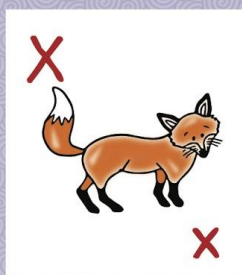
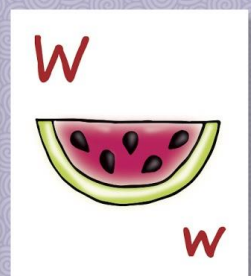
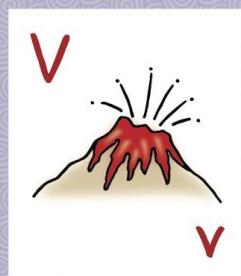
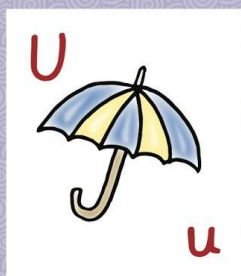
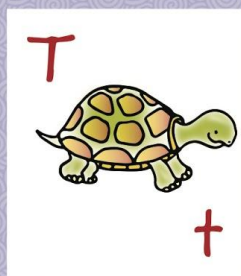
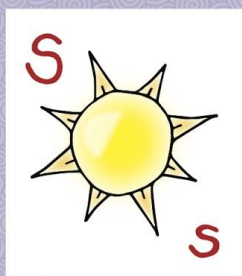
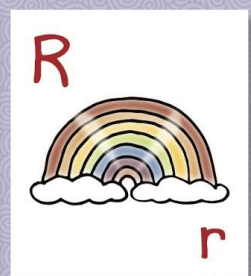
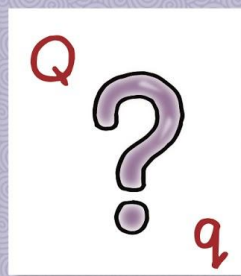
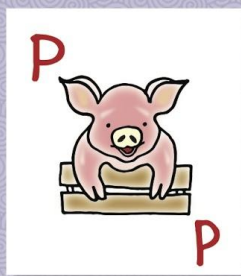
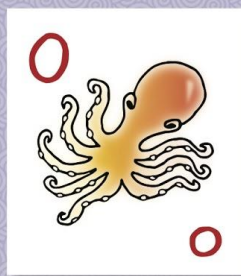
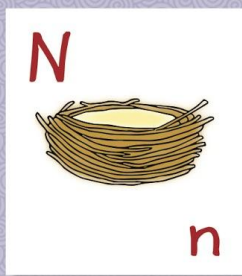
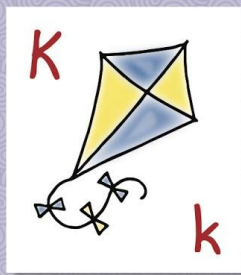
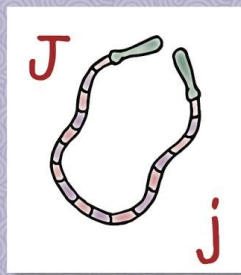
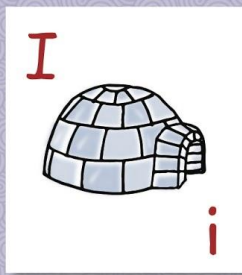
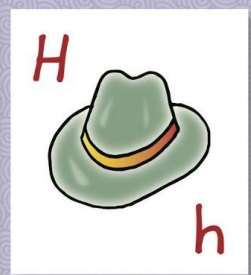
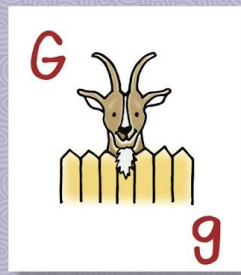
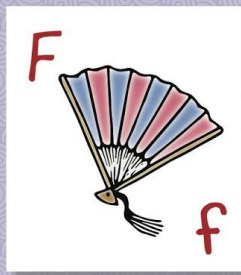
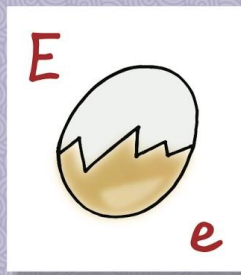
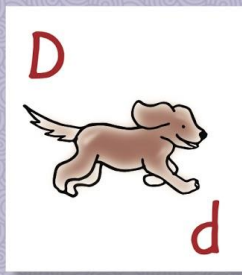
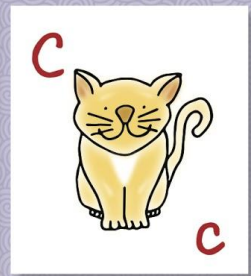
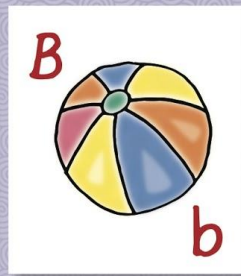
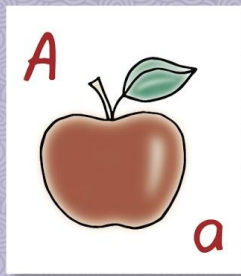
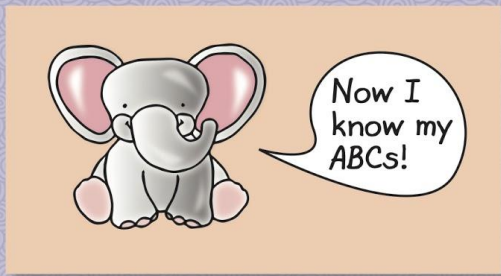
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Name

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Ready,  
Set,  
Write!

# Letter Formation Pathways



1. Slanted line down
2. Slanted line down
3. Little line connecting



1. Line down
2. Back up
3. Bump around
4. Bump around



1. Bump back around and stop



1. Line down
2. Back up
3. Big bump around



1. Line down
2. Back up
3. Little line out
4. Out and
5. out



1. Line down
2. Back up
3. Little line out
4. And out



1. Bump back around and stop
2. Straight up
3. Little line turned in



1. Line down
2. (Up and over a scootch) Line down
3. Little line connecting



1. Line down
2. Line across the top
3. Line across the bottom



1. Line down and hook up
2. Line across the top



1. Line down
2. (Up and over a scootch) Slanted line in
3. Slanted line out



1. Line down
2. Little line out



1. Line down
2. Back up
3. Slanted line down
4. Slanted line up
5. Line down



1. Line down
2. Back up
3. Slanted line down
4. Line up



1. Bump back and travel all the way around



1. Line down
2. Back up
3. Bump around



1. Bump back and travel all the way around
2. Little slanted line out



1. Line down
2. Back up
3. Bump around
4. Slanted line down



1. Bump around, slide down, bump around the other way and stop



1. Line down
2. Line across the top



1. Line down, hook around and straight back to the top



1. Slanted line down
2. Slanted line up



1. Slanted line down
2. Slanted line up
3. Slanted line down
4. Slanted line up



1. Slanted line down
2. Slanted line down



1. Slanted line down part way
2. Slanted line up
3. Line down from the point



1. Little line out
2. Slanted line down
3. Little line out





Ready,  
Set,  
Write!

# Letter Formation Pathways

1. Bump back around
2. Line up
3. Line back down

1. Long line down
2. Back up a scootch
3. Bump around

1. Bump back around and stop

1. Bump back around and stop
2. Line up
3. Line back down

1. Little line out
2. Bump back around and stop

1. Hook from the top and line down
2. Little line across

1. Bump back around and stop
2. Line up
3. Line back down below and hook up

1. Line down
2. Back up a bit
3. Bump around and down

1. Line down
2. Float a dot above

1. Line down below and hook up.
2. Float a dot above

1. Line down
2. (Up and over a scootch half way up) Slanted line in
3. Slanted line out

1. Line down

1. Line down
2. Back up
3. Bump around
4. Bump around and down

1. Line down
2. Back up
3. Bump around and down

1. Bump back and travel all the way around

1. Line down below
2. Back up
3. Bump around

1. Bump back around and stop
2. Line up
3. Line back down below and hook up

1. Line down
2. Back up
3. Tiny turn and stop

1. Bump around, slide down, bump around the other way and stop

1. Line down
2. Little line across.

1. Line down hook around and straight back to the top
2. Line back down

1. Slanted line down
2. Slanted line up

1. Slanted line down
2. Slanted line up
3. Slanted line down
4. Slanted line up

1. Slanted line down
2. Slanted line down

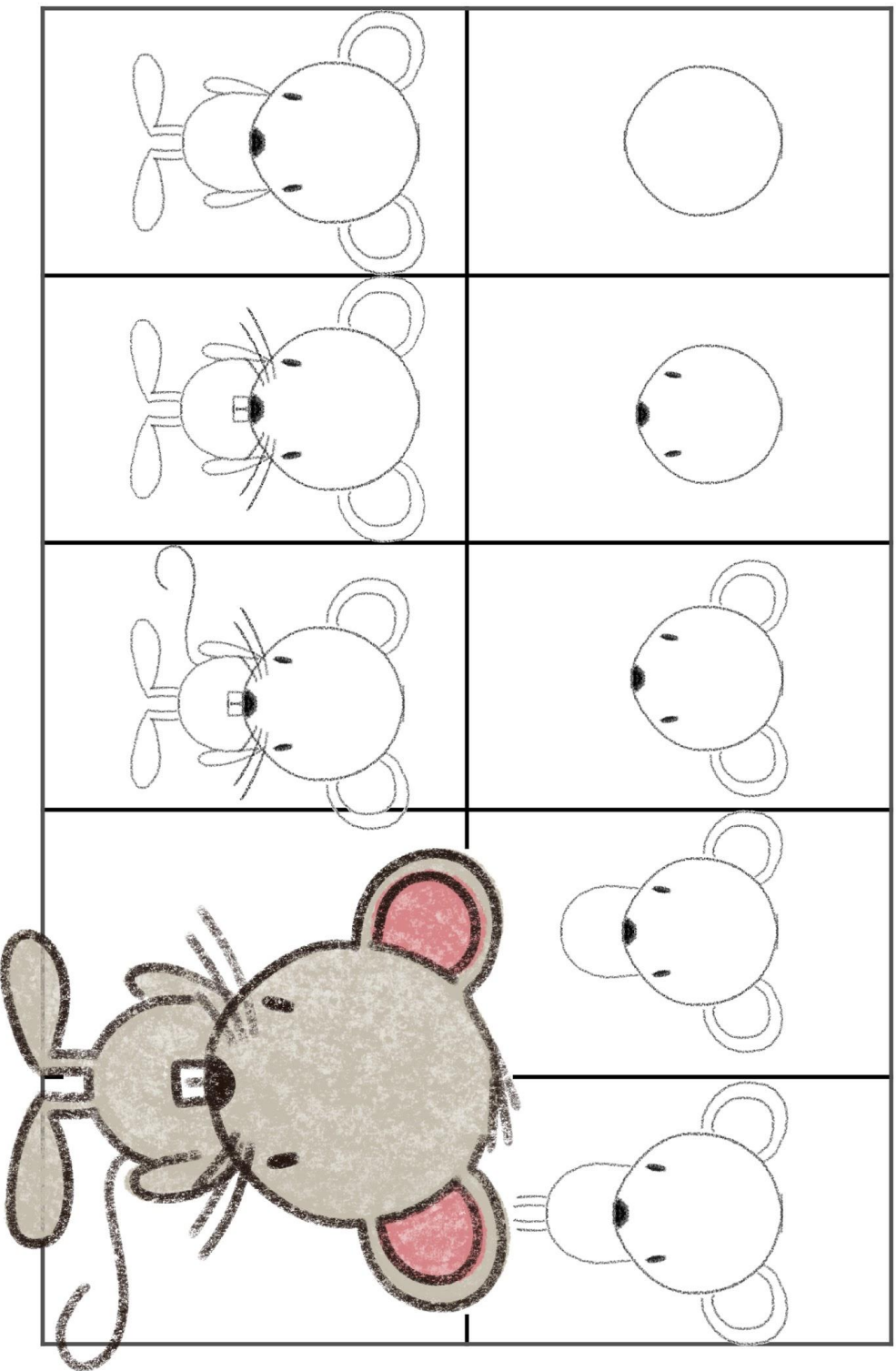
1. Slanted line down
2. Slanted line up
3. Slide all the way back down below the line

1. Little line out
2. Slanted line down
3. Little line out





# LETTER R DRAWING CARD



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