CuriousKite

PART A · FOR THE GROWN-UP

How Curious Kite works

A short guide for the grown-up. Read it once. You don't need to remember it all: every week repeats what matters.



Curiosity comes first

- Children learn most when they want to know something.
- So every activity starts from a question, a real thing to touch, or a game. The learning follows.
- Your job isn't to make your child curious. It's to notice what they're already curious about and give it something real to work on.



Learn your way

Every child comes at learning differently.

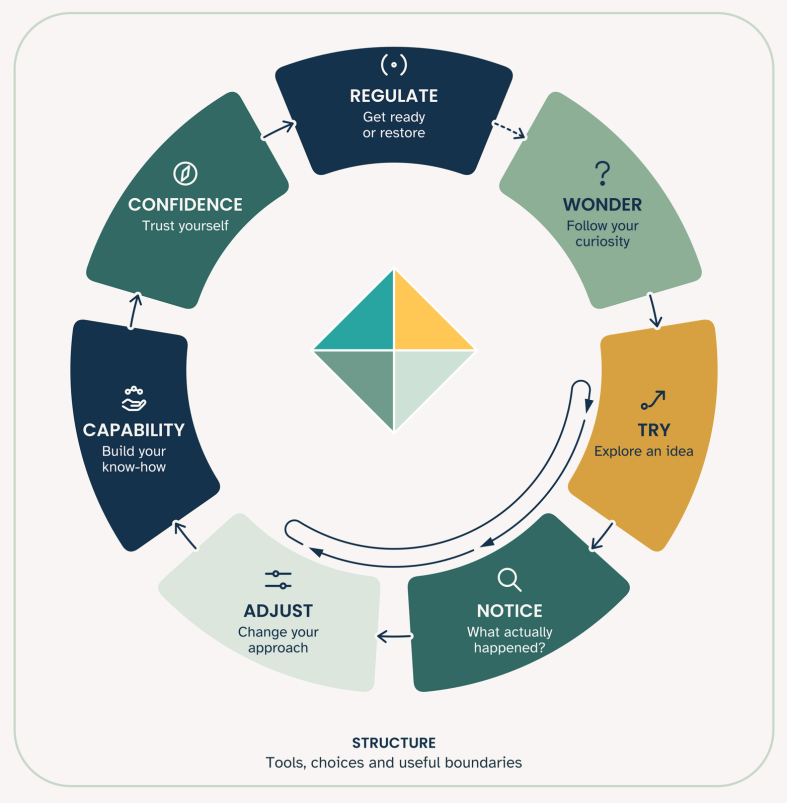
- Some think best while moving. Some need to hold a thing before they can talk about it.
- Some like quiet, some like noise, some go fast, some go slow.

Curious Kite keeps the goal the same and changes the way in: a different activity, a different pace, paper or screen, standing or sitting. **The goal doesn't get smaller. The path changes to fit your child.**

What you don't need

- A teaching background. Each activity tells you what to do and what to say.
- A quiet, still child. Moving, chatting and getting excited are all part of learning.
- A finished list. Stopping is always allowed (page 3).

The Curiosity Cycle



This is how we think about learning at any age: a four-year-old, a teenager, or you trying something new. It's a circle because learning doesn't finish.

Stage	What it looks like at home
Regulate Get ready or restore	A run outside, a snack, a song, a quiet minute. Ready doesn't mean sitting still.
Wonder Follow your curiosity	A question or a "what if". It turns up when a child is ready; it can't be ordered.
Try Explore an idea	Build it, test it, say it, draw it.
Notice What actually happened?	Look before deciding what it means. "The tower fell. Where did it start to lean?"
Adjust Change your approach	Use what you noticed. Try, notice and adjust can go round many times.
Capability Build your know-how	Knowing how, and being able to use it again somewhere new.
Confidence Trust yourself	The kind that comes from what your child can really do, not from praise.

Then back to Regulate. Rest, enjoy it, stop. Rest doesn't have to be earned. The next question comes when it comes.

Structure sits around the circle: the routine, the tools, the choices, and you. It's there to support your child's curiosity and next step.

How to respond, and what to say when your child gets stuck

What you say after your child tries something matters more than anything on the page.

1 Say what they did

- Name it plainly: "You put the three blocks in a row." "You found the *s* on the sign."
- It tells your child you saw them, and gives them words for what they did.
- It works better than "Good job", because it's about their work, not your opinion of it.

2 When they're stuck, make it smaller

1. **Ask what they do understand.** "I'm with you up to here. Show me what happens next."
2. **Shrink it.** Fewer pieces, one step instead of three.
3. **Do it together once.** Then hand back a small turn.
4. **Change the way in.** Say it instead of write it. Act it out. Use real things.
5. **Or stop.** Come back to it another day.

Being stuck tells you about the task, not about your child.

3 Every answer is information

An answer that misses still tells you something useful: what your child already knows, what to try next, or that today needs a different way in.

- Say what happened, then the next move: "That one has 4. Let's count it together."
- Curious Kite never shames a child for a miss or tells them they're behind. We start where they are.

4 Stopping is a fine ending

"We can stop here" is always allowed, for both of you. A short session that ends well beats a long one that ends in tears. Nothing is lost by stopping.

If your child wanders off or says no

Moving away, getting silly or saying no is information too. The task may be too hard, too long or already known, or your child may need to move first. Try a smaller step, a change of place, or a stop.

If you helped

Helping during your child's turn is fine. That turn was shared, and that's useful to know. Next time, hand over a little more.

How a Curious Kite day works, and what comes next

The same shape every day



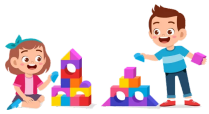
1. Hello and a plan
You look at the day's plan together.



2. Short learning blocks
Each one is short, with movement in between.



3. Make something
if there's time.



4. Then play
Play is part of the day, not a reward for finishing.

Children (and tired grown-ups) do better when they know what's coming. Part B shows the Kindergarten day.

Real things first

New learning starts with real things: spoons to count, blocks to build, a letter on a cereal box. Paper comes next.

Paper or screen, chosen together

- Some activities have a matching screen with the same learning in the same minutes. You and your child choose which, together. Never both, never extra.
- On a Curious Kite screen: one activity at a time, big buttons to tap, and a speaker to hear any instruction again.
- Nothing plays when a screen first opens. Sound starts when your child taps.
- Writing, drawing, making and moving happen off the screen.

Free for everyone, at curiouskite.ca

- **The Weekly Quest:** one question, three ways to explore it, every Monday.
- **Play & Learn:** games to play, hear and print.
- **Ask Tully:** short spoken answers to children's questions.



Your next step

Start Part B, the Getting Ready Week, at your own pace. When the box is made and the routine feels familiar, you'll know whether Curious Kite fits your family.

Questions? Write to hello@curiouskite.ca.

KINDERGARTEN · JK AND SK · FREE

Getting Ready Week

Three short sessions to get your child, your space and the box ready before the first week of the program. Do them on three different days, or all in one week. There's nothing to test and nothing to get wrong: by the end your child has their own Learning Box, a spot for learning and a feel for how a session goes.

This week at a glance

Session	What happens	Time
Session 1 · Make our Learning Box	Your child decorates a box, labels it and fills it with you.	about 30 min
Session 2 · Our spot and plan cards	Choose a learning spot, meet the hello song, lay out a first plan.	about 20 min
Session 3 · A first taste	The hello song, a sample session (Put it away) and a move game (Mirror me).	about 25 min

What you'll need

A sturdy box with a lid (a shoe box or a plastic bin), crayons or markers, glue, child scissors, and the things on the checklist that you already have. Print the three Getting ready pages at the back.

All on paper, all in the room

This week has no screens. Everything happens with paper, the box and the things around you.

Your Learning Box

One box holds everything for the year: things to count, build, draw, cut and write with. Same box, same place, every day. When a child (and a busy grown-up) knows where everything is, starting takes less effort.

One box for both years

JK and SK use the same box. In SK some things just get used more, like a regular die and the play coins.

You don’t need everything at once

Most things are already in your home. Start with what you have, and tick “Have” or “Need” on the checklist. Anything missing can wait, or be made from paper.

Safety

- **Large pieces only:** large magnets and magnetic tiles, never small strong magnets (swallowed magnets are a serious hazard).
- **Coins, beads and small pieces** only with a grown-up watching; put them away after. Beads stay on a closed pipe cleaner.
- Rounded-tip children’s scissors; an unbreakable mirror. Homemade playdough contains wheat flour: for a wheat or gluten allergy, use a wheat-free recipe or a labelled one.

GETTING READY · CHECKLIST

What goes in the box

You probably have these already. Tick Have or Need.

	Have	Need
Dice See small amounts without counting	☐	☐
Playing cards, A to 10 Numerals matched to amounts	☐	☐
Large magnets and a baking sheet A number path you can move	☐	☐
Plastic cups “How many are hiding?”	☐	☐
Clothes hanger and two bags See which side is heavier	☐	☐
Clothespins Count, and build hand strength	☐	☐
Unbreakable mirror Find matching halves	☐	☐
Sidewalk chalk Number paths outside	☐	☐

	Have	Need
Dominoes Compare and add small amounts	☐	☐
Building blocks Build, compare, pattern, measure	☐	☐
Egg carton, cut to 10 cups A ready-made ten-frame	☐	☐
Canadian coins and bills Real money, real values	☐	☐
Socks Match pairs; sort	☐	☐
Cloth bag Feel and count without looking	☐	☐
Painter’s tape A floor number path and grid	☐	☐
Large-grid graph paper Plan and draw routes (coding)	☐	☐

What goes in the box, continued

	Have	Need
Playdough Build letter shapes by hand	☐	☐
Dot stickers Finger control; letter paths	☐	☐
Washable markers Bright, easy marks	☐	☐
Glue stick Less mess; easy to use alone	☐	☐
Paper, plain and coloured Drawing and making	☐	☐
A sturdy box with a lid The Learning Box itself	☐	☐

	Have	Need
Yarn or string Letter shapes; longer or shorter	☐	☐
Chunky crayons Easy to grip for small hands	☐	☐
Thick pencils Writing letters and numerals	☐	☐
Child safety scissors Cutting builds writing control	☐	☐
A large sheet of paper The Me-Sized picture	☐	☐

Worth getting, if you can

	Have	Need
Pattern blocks Rhombus, trapezoid, hexagon: hard to find at home	☐	☐
Large magnetic tiles Flat shapes snap into solids	☐	☐
Large beads and pipe cleaners A counting frame to 20 (grown-up makes it)	☐	☐

	Have	Need
Large foam dice Quiet and safe to throw in games	☐	☐
Large magnetic letters, lowercase Build words in the Sounds routine	☐	☐

SESSION 1 · ABOUT 30 MINUTES

Make our Learning Box

Your child makes the box their own. Decorating it is the activity: drawing, colouring, cutting and gluing all build the hand control the program uses from the first week.

You'll need A sturdy box with a lid · Crayons or markers · Glue · Child scissors · Getting ready page 1



1 Decorate

Your child decorates the box however they like: crayons, markers, stickers, paper and glue.



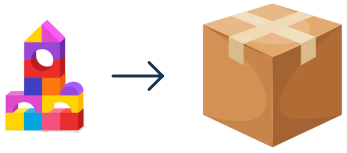
2 Name it

They put their name on it: the whole name or its first letter. If they want, you write it first and they trace over it. The name label is on Getting ready page 1.



3 Label it

Colour and cut out the picture labels on Getting ready page 1. Stick them on or inside the box, so everything has a place.



4 Fill it

Go through the checklist together. Each thing goes in next to its label. Say what it's for as it goes in.

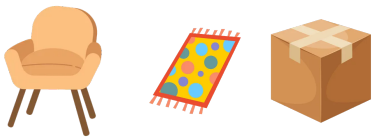
Helping without taking over

- Let the decorating be theirs, even if it's one big scribble. It's their box.
- Cut the tricky curves yourself if they ask; they can glue.
- Stop when they've had enough. Filling the box can happen another day.

SESSION 2 · ABOUT 20 MINUTES

Our spot and plan cards

A place for learning, and a picture plan for the day. Both stay the same all year, so starting each day takes less effort.



1 Pick a learning spot

Choose it together: a corner of the table, a low shelf, a mat on the floor. The box lives there.



2 Cut out the plan cards

They're on Getting ready page 2. Find a place for them your child can reach: a low shelf or the fridge.



3 Lay out a first plan

Three cards: Hello, Make, Play. Do each one, and your child turns its card over when it's done.



4 Meet the hello song

Sing it (below) for each person, and for a toy.

The hello song

Sing it to the tune of *Frère Jacques* (*Are You Sleeping?*). Sing your child's name where it says *(name)*, then a toy's, then yours.

Hello, *(name)*. Hello, *(name)*.
Here you are, here you are.
Ready for the day now? Ready for the day now?
Wave hello. Wave hello.

Why plan cards

Seeing what comes next makes a day easier to start and easier to stop. Your child can help choose the order, and swap cards when they want something different first. The same nine cards are used every week of the program.

Session 3 · about 25 minutes. Plan cards: Hello, Put it away, Move, Play. This sample isn't part of the program's sequence; every session in the program runs in these four steps.

SESSION 3 · GETTING READY · A SAMPLE OF HOW EVERY SESSION RUNS

Put it away

What it's for: Getting to know the tools in the Learning Box, and where each one lives.
You'll need: The Learning Box, filled, with its picture labels on.

1 Show → 2 Together → 3 Your child's turn → 4 Respond



1 Show You model it

- Take one thing out of the box. Say what it is and what it's for: "This is the tape. We use it to make paths on the floor."
- Put it back next to its picture label: "Tape lives here."



2 Together Do it side by side

- Take out two more things together: one of you says what it's for, the other finds its label.



3 Your child's turn They do it; you watch

- Your child takes out anything they like, tells you what it is or what it's for (in words, a gesture or by showing), then puts it back by its label.
- Stop after a handful; the box doesn't need to be emptied.

What to look for
They find where a thing lives by its picture, and they show or tell what one or two things are for. Showing counts as telling.



4 Respond Say what happened

- Name what they did: "You found the crayon picture and put the crayons right there."
- Wrong spot? Hold its picture label next to it: "Is this the picture for it?" Then let them move it. It's a box they're still getting to know.

SESSION 3 · THEN MOVE

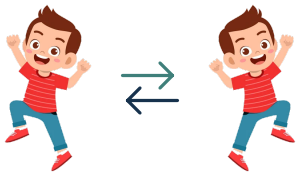
Mirror me

A copying game for two. All it needs is a little space.



1 Face each other

You move slowly: arms up, a big stretch, a wiggle, a stomp. Your child copies you, like a mirror.



2 Swap

Now your child leads, and you copy them.



3 Fast, slow, tiny, huge

Try the moves fast, then slow, then tiny, then huge. Finish with a slow stretch.

Respond

Copy their moves exactly, even the silly ones. Being followed is the fun part. Name what they did: “You made me reach right up high.”

Make it fit your child

Facing each other too much? Stand side by side in front of a mirror, or copy with hands only, sitting down. Moves can be tiny. Watching first counts as joining in.



Then play

Free play is part of every day in the program, not a break from it. End the session with play, and let your child choose. Later, they can draw something from their box on Getting ready page 3.

All on paper this week

The Getting Ready Week happens with paper, the box and the things around you. In the program, many activities also have a matching screen, and you and your child choose paper or screen together.

WHAT COMES NEXT

How a Curious Kite week works

Each day, in the same order



Hello and plan



Kite visit
letters and sounds



Numbers and shapes



Story and talk



Move



Make
if there's time



Play

Each block is short: no sitting is longer than 20 minutes. Days 1 to 4 follow this order.



Day 5 is a Quest: a real-world mission that uses the week's learning, done together.

Three ways to use a week

Main

For learning at home. Each day planned: up to about 80 minutes, Days 1 to 4, then the Quest.

Core

The heart of each week: the blocks that carry the new learning, about 30 to 50 minutes a day.

Alongside School

Beside school or child care: four kite visits and two sessions a week, on any days.

The JK year comes with all three, so you can use a different one on any day.

Then, Week 1

JK: Week 1 starts with the letters s, a and t in Kite Meadow, two sessions (Listen and do; I like, I can) and the Me-Sized Quest. **SK:** the SK year starts with its own Week 1. Keep the box, the spot and the plan cards. You'll use them every day.

How to respond is in Part A, at the front of this download.

Labels for my box



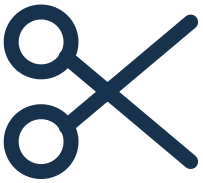
Counting



Letters



Drawing and writing



Cutting and gluing



Building



Games

My name: write it, or its first letter. Stick it on the lid.

GETTING READY PAGE 2 · CUT OUT. LAY THEM IN A ROW EACH DAY. KEEP THEM FOR EVERY WEEK.

My plan cards



Hello



Sounds



Letters



Numbers



Story



Move



Make



Play



Outside

In my Learning Box

Draw something from your Learning Box.

Grown-up writes what your child says about it.